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ABSTRACT

The purpose of this study was to determine the specific attitudes of secondary school juniors, seniors, teachers, and counselors toward Memphis State University (MSU) and toward particular aspects of the University as well as to discover who or what influenced those attitudes. In addition, differences in attitudes among the various groups were sought. The faculty, 81.04% of whom had attended MSU, listed their own experience at the University as most influential in the formation of their attitudes, and students listed friends who had attended MSU as the most influential factor. Secondary school faculty and counselors are most likely to recommend MSU to students who are average in the areas of academics, motivation, and extracurricular activities and are least likely to recommend the University to superior and poor students. Student preferences indicate this same trend in that academically superior and poor students are likely not to choose MSU as the institution in which to continue their education, and average students are likely to make it their first choice. (Author/HS)

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MEMPHIS STATE UNIVERSITY

SECONDARY SCHOOL ATTITUDES TOWARD MEMPHIS STATE UNIVERSITY

RESEARCH REPORT

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MEMPHIS STATE UNIVERSITY

SECONDARY SCHOOL ATTITUDES TOWARD

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RESEARCH
REPORT

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ABSTRACT

The purpose of this study was to determine the specific attitudes of secondary school juniors, seniors, teachers, and counselors toward Memphis State University and toward particular aspects of the University as well as to discover who or what influenced those attitudes. In addition, differences in attitudes among the various groups were sought (pages 1-3).

The instrument used to obtain the data was a questionnaire consisting of two parts: the first part, a series of semantic differential questions, to measure attitudes toward various aspects of the University and the second part to provide background information and an indication of factors directly influencing the individual's attitude. Some of the statistical methods used in the analysis of data were frequency distributions, mean scores, factor analysis, and the Cattell Pattern Similarity Index (pages 4-9 and Appendix A).

During the late spring of 1972, the questionnaires were administered to students and their teachers and counselors in nine city secondary schools and three county schools which were representative in terms of distribution of economics, location, and race. More detailed descriptions of the method of selection and of the sample population are found on pages six through seven and in Appendices B and C.

The faculty, 81.04% of whom had attended MSU, listed their own experience at the University as most influential in the formation of their attitudes (pages 10-11 and Appendix B), and students listed friends who had attended MSU as the most influential factor (page 11 and Appendix B).

Secondary school faculty and counselors are most likely to recommend MSU to students who are average in the areas of academics, motivation, and extra curricular activities and are least likely to recommend the University to superior and poor students. Student preferences indicate this same trend in that academically superior and poor students are likely not to choose MSU as the institution in which to continue their education, and average students are likely to make it their first choice (pages 12-16 and Appendix C).

In the factor analysis, the first factor was comprised of the aspects toward which faculty and students as a whole were most positive: physical facilities, athletic activities, financial factors, and location (pages 20-21 and Appendix C). This was not true, however, for some of the schools in the poorer economic areas nor for those in some of the black schools where occasional negative attitudes were expressed concerning cost, location, and financial aid (pages vi, vii, and Appendix C).

Separate item analysis of attitudes indicates the feeling that the University's national reputation, admissions standards, scholastic standards, and academic competition among students are rising (pages 17 and 19); however, in the factor analysis, these aspects--along with social climate, personal involvement, academic counseling, and acceptance as a student at MSU--formed the factor toward which total faculty and student attitudes were less positive (pages 20-22). Most of these aspects constitute the academic climate of the University and the areas of personal student involvement. Faculty attitudes toward three of these aspects were sufficiently less positive to cause a third factor to be formed: opportunity for personal attention and involvement, counseling and guidance in planning the

student's academic program, and social atmosphere and activities program (pages 20-21). In fact, faculty in six of the twelve schools and the academically superior students as a whole expressed negative attitudes toward these aspects (page 15 and Appendix C).

The overall mean response to the first section of the questionnaire indicates "somewhat positive" attitudes toward Memphis State for both faculty and students with student attitudes being slightly more positive that those of faculty (pages 15 and 17). Attitudes varied from school to school (page 18 and Appendix C). In general, those expressing less positive attitudes toward Memphis State University were students in white schools, those with professional parents, academically superior and poor students. Average students and those in integrated schools had more positive attitudes (pages vii, 22, and Appendix C).

For a more comprehensive interpretation of the attitudes expressed and of the sources of influence and for the purpose of effective future planning, recruitment efforts, and dissemination of information, an examination of the response profiles for the various groups involved is most beneficial. In addition to the information of this type included in the formal report, there is a list of other retrievable data found in Appendix D.

Specific explanations of recommendations to improve attitudes toward Memphis State University are included in the Summary and Recommendations section (pages iv-xiii).

SUMMARY AND RECOMMENDATIONS

Since 79.95% of the Memphis State University student population is drawn from Memphis and its environs, it would seem desirable that the secondary school juniors, seniors, and teachers have a more favorable disposition toward the University than the "somewhat positive" attitudes reflected in this survey and study--particularly toward the academic facets and others in which the student would have a personal involvement. This concern seems consistent with the philosophy expressed by the University Self-Study Committee on Purposes in its preliminary report:

> For now the frontiers lie not so much in the number of new programs, additional buildings, and additional students as they do in the quality of what will have happened to those students in buildings and programs. During the next decade we will be asking what differences our programs are making in our students; this has ever been a thorny question for educators. Yet the challenge set before us in the qualitative realm may prove to be more exciting and engaging than the period of expansion and growth we passed through in the sixties.

While it is true that the students have not had experience at the University on which to base their opinions, it is also true that these a priori attitudes will determine whether or not they wish to pursue their higher education at Memphis State and, to some extent, their initial self-concept if they do matriculate.

High school students also indicated that the factor most influential (28.52%) in the formation of their attitudes was that of friends who had had experience as students at Memphis State. If the influence of alumni contacts (7.59%) is added,

MSU students account for 36.11% of the influence on secondary school students' attitudes toward the University. For faculty, 81.04% of whom have been students at Memphis State, experience--either direct or indirect--was a major contributing influence (83.80%): their own experience (39.50%), friends or acquaintances who have been MSU students (27.59%), and their former students who have gone to MSU (16.71%). These facts would seem to imply that efforts should be made to familiarize high school and current MSU students with the programs and services of the University and to ensure that the quality of the experiences of current MSU students is such that it will have a favorable influence on them and, thus, on prospective students as well. The concern stated in words on paper in the philosophy and purposes of the various divisions of the University must be made known to students through words, but even more through the reality of their daily experiences at the University.

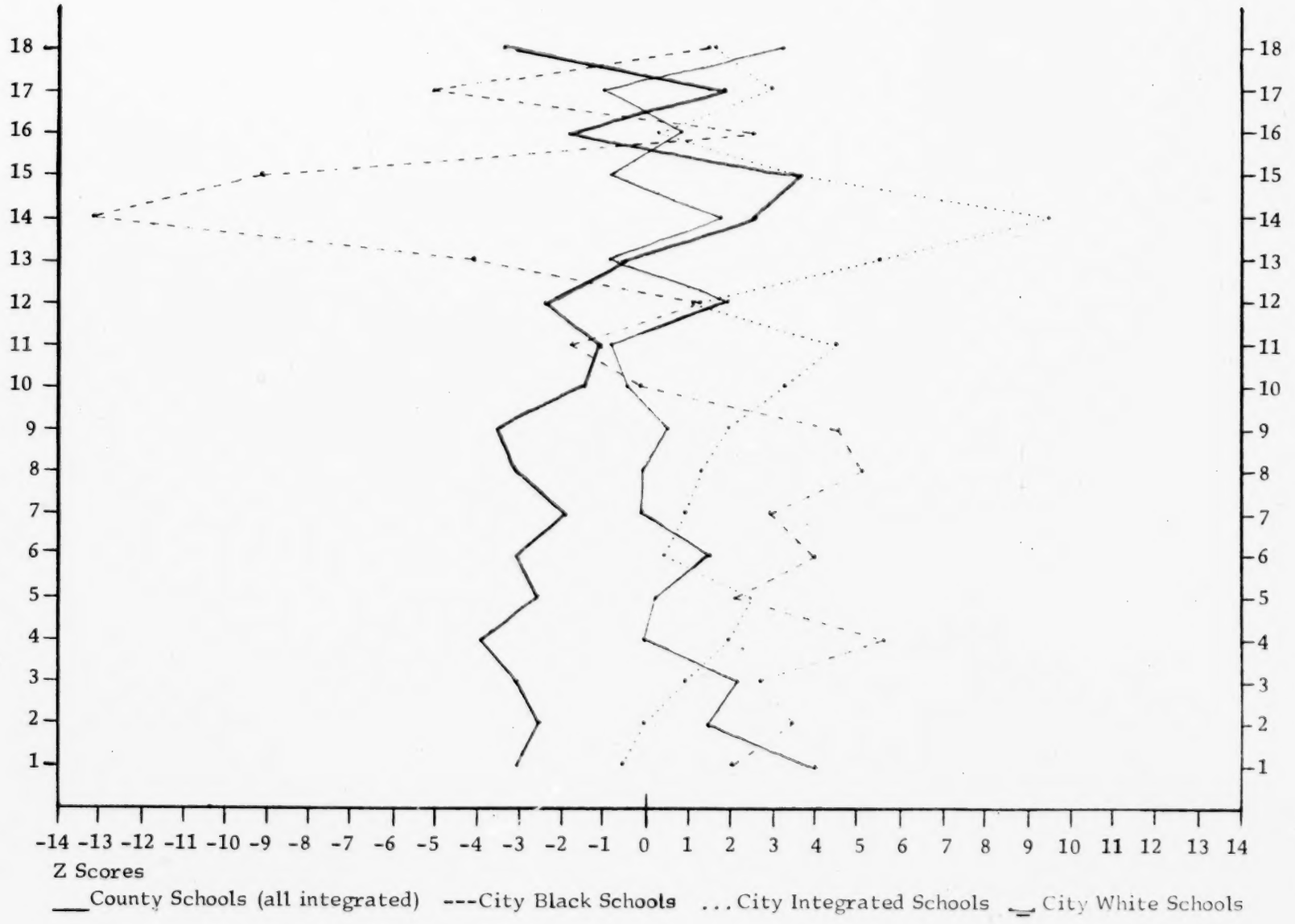
How might this general goal be translated into specific objectives toward which to progress? A descriptive study such as this can only identify some of the areas and problems which may need consideration and raise questions which may initiate discussion and lead to a definition of such objectives. Recommendations are based on two possible causes for the attitudes expressed by faculty and students: (1) a lack of awareness of existing University programs and services and (2) a need for re-examination and improvement of some of the programs and services.

Data available from this study may be helpful in determining what information needs to be disseminated or emphasized and to which groups specific types of information should be directed. (A list of retrievable data is found in the appendices.) Several examples are discussed below.

Overall student and faculty mean responses indicate more favorable attitudes toward the items in Factor II: athletic program, physical facilities, location, cost, financial aid, and Memphis State's contributions to the community. For most groups, then, information about these items should be disseminated in order to sustain and improve attitudes, but it should not receive the major emphasis.

However, the graph of Z scores for four groups of schools found on the following page indicates some differences which may need careful scrutiny if one is to communicate effectively with the variety of students involved. For example, more thorough investigation reveals that at Carver and Washington schools, the attitudes were less favorable toward financial aid, cost, and location; and at Frayser, Manassas, and Millington schools, financial aid and cost were also viewed less favorably. Detailed information concerning such aids as scholarships, loans, work-study opportunities, and SEEP should be made available to students and faculty at these schools and to students entering Memphis State. Within the University structure, one might also ask whether there is sufficient financial aid available. Is it possible to increase such aid? Are the needs of all economic groups given due consideration in the awarding of financial aid? Is there sufficient cooperation with businesses in the community to increase opportunities for part-time work off the campus? Is the present fee structure in any way discriminatory against the part-time working student? Is there adequate bus service from these school districts to Memphis State, both during class hours and evening hours when reserved books for required reading are available for student use?

Z SCORES INDICATING SIGNIFICANT DIFFERENCES AMONG GROUPS OF SCHOOLS



Overall student mean responses indicate less positive attitudes toward the items in Factor I which includes Memphis State's national reputation, admissions standards, faculty, scholastic standards, courses or programs of special interest, intellectual atmosphere, opportunity for personal attention and involvement, academic competition among students, counseling and guidance in planning academic programs, size of Memphis State, social atmosphere and activities program, and relating the news of acceptance as a student at Memphis State. The findings also indicate that academically superior and poor students have the least positive attitudes toward Memphis State. There are several implications here.

(1) Since attitudes toward the items in Factor I are less positive and since secondary school students seem to relate their feelings about being a student at Memphis State to these items, information concerning academic programs should be disseminated and emphasized to all groups. Mentioned and explained should be such things as the various majors, minors, and collateral areas, the honors programs available, credit-no-credit courses, credit by examination, policies concerning Advanced Placement, special English classes for marginal students, and SEEP.

(2) A re-examination within the University might involve some of the following questions: Is there an effort being made to meet the interests and needs of the various types of students at MSU? Are there sufficient courses and/or programs which are interesting and challenging to superior students as far as content and methods of instruction are concerned? Is there desirability and

opportunity for independent study? Is there a variety of honors programs available? Do all of the departments cooperate and facilitate the student's use of such opportunities as credit by exam, credit-no-credit courses, and Advanced Placement credits?

Is there enough consideration of the marginal students' situation in adjusting academically? A study made during this past year of freshman performance in relation to ACT scores indicated a high overall failure and withdrawal rate in some departments in which courses are required. Is there enough such evaluation and are results of such research used effectively? Since the University accepts marginal students, does it have any obligation to them beyond admitting them as students? Is it beneficial to the student or to the University to accept marginal students? The following findings from page 21 of the Retention Study, directed by Mrs. Mary Gruenwald in the Office of Administration and Planning, is one indication of the need to consider the marginal students' situation.

> . . . low ACT students averaged more than one withdrawal per person which amounted to 13.8% more withdrawals than the regular freshmen group. Reasons for withdrawal also showed a tendency of low ACT students to have more academic withdrawals (in fact 10% more than the total fall 1967 group). The final area of contrast was in percent of students graduating. While 14% of the total group graduated, only 3.4% of the low ACT group graduated during the four year period.

(3) Three items from Factor I toward which students were less favorably disposed formed a third factor for the faculty: social atmosphere and activities program, counseling and guidance in planning the student's academic program, and opportunity for personal attention and involvement. Of the three factors, this third one was viewed least favorably by faculty. The less positive attitudes toward

guidance and counseling and opportunity for personal attention and involvement have also been expressed by MSU faculty and students.

This problem has been mentioned often enough in the various Self-Study reports to prompt the Steering Committee to suggest it as an area needing serious consideration. It is one of the two aspects listed most frequently as "least effective" or "most disappointing" by MSU faculty, upper division students, and lower division students in a study of the instructional environment being completed by Miss Martha Porter as a project for the Office of Academic Programs and Research. It would seem to be too pressing a problem to ignore.

Other studies indicate a lack of knowledge within parts of the University itself of some of the programs and services available in this area. Information concerning the purposes, programs, and services of the University College, Student Personnel Services, and faculty Advisors should be disseminated and emphasized to secondary school students and faculty and frequently to Memphis State's own students and personnel.

Among the questions which might lead to a definition of objectives are the following: Do students have adequate opportunity for contact with faculty outside of the classroom? Are class sizes and methods of instruction conducive to interaction among the students and between students and faculty? Is there sufficient opportunity for participation in student activities and organizations? Are the existing programs for personal counseling and academic guidance functioning effectively? Is it the system of advising which needs improvement or the execution of it--or both? Is there systematic evaluation of the counseling and advising

services? Do advisors have enough time and background information on students to advise effectively? Is there enough personnel in the University College and the various divisions of Student Personnel Services to give personal attention to students? The findings from this study and others seem to indicate strongly that an evaluation should be made of the advising system, and more opportunities for personal attention and involvement should be provided for students. In addition, all MSU personnel should constantly strive to convey a sense of personal interest to each student with whom they come in contact. No matter how routine the situation may seem to the particular staff member, administrator, or faculty member, at that particular moment he is Memphis State University to the student for whom the situation may be more crucial.

Currently expressed attitudes should not limit the future plans of the University, but should serve instead to identify strengths and needed improvements so that the challenge of the qualitative realm may indeed prove to be "exciting and engaging." Memphis State should not wait for all students to apply from their own initiative, but the various colleges and departments should become actively involved in recruiting the caliber of student who will benefit from and contribute to the University's current programs and to its future plans and dreams.

Recommendations have been made concerning some of the specific programs and services which need to be publicized more effectively and groups to which the information needs to be communicated. Specific questions have been raised to initiate discussion which might lead to evaluation and planning. This evaluation and planning would necessarily be done by those whose work and experience in

the areas involved qualify them to do so; however, evidence from this study does suggest one additional consideration in planning the dissemination of information. In addition to varying the type of information presented according to the group toward which it is directed, attempts should be made to use direct, personal communication wherever and whenever possible. Published materials such as the catalog were among the least influential factors listed by both faculty and students, and both groups indicated less favorable attitudes toward the opportunity for personal attention and involvement at Memphis State.

Some of the specific means which might be used to carry out the preceding recommendation might include the following: (1) Increase the number of people actively involved in recruitment. One officially designated person is not enough to give adequate service or personal attention in a community as large as the Memphis area. (2) After determining the academic and vocational interests of some of the students within the particular schools, the recruitment personnel might return to the schools with appropriate interested faculty members to talk with small groups of students. (3) Small groups of students might visit on the MSU campus with interested faculty and students from their areas of interest. (In one case in which a faculty member from Engineering has done this, part of the result was a more favorable attitude in both the high school students involved and in the teacher who accompanied them.) (4) Closer cooperation between individual MSU faculty members and secondary school teachers might be fostered through occasional visits by the faculty member to hold a class in which his specialized knowledge and experience would be beneficial. At times, the high

school teacher and class might be invited to the MSU campus for use of special facilities not available in the high school or for instruction from the MSU faculty member.

These suggestions are intended merely to stimulate discussion among those experienced enough to make more effective recommendations. It does, however, seem worthwhile to consider carefully the use of small groups, contact with interested individual MSU faculty members and personnel, the use of interested MSU students in both public relations and recruitment efforts.

The description of secondary school attitudes toward Memphis State University identifies many influences which affect those attitudes. Only the most prominent are discussed in this section of the report as examples of the uses which might be made of the findings. Attitudes do affect, to some extent, one's decisions and consequently his actions and performance; therefore, it seems appropriate to evaluate identifiable areas of influence and to improve them when possible. The attitudes expressed toward the University already show a slight trend toward improvement. Perhaps informing people of its good programs and services and a continuing effort to evaluate and improve all areas will effect a continuation of this favorable trend.

SECONDARY SCHOOL ATTITUDES TOWARD

MEMPHIS STATE UNIVERSITY

Introduction

Though there have been studies at both the national and institutional levels of factors influencing students' choices of colleges, few formal studies have been published.[1] Perhaps the most widely known source for this kind of information at the national level is the Student Profile Section of the ACT test battery. A formal study of findings from these surveys was reported in 1965 by James M. Richards, Jr. and John L. Holland in the October ACT Research Reports.[2] One of a series of such studies at the institutional level was the Survey of Preferential Reasons Freshmen and Parents Selected Elizabethtown College, conducted by Robert V. Hanle in 1969, and reported in Institutional Research and Communication in Higher Education in 1970.[3] A similar study was conducted at Memphis State University in 1971 in order to determine why eligible applicants chose not to enroll there.

Some of the elements common to all of these surveys are various general aspects of the college environment and specific factors which influence the student's choice of college. Included among the general aspects are such factors as academic and social atmosphere, reputation, facilities, size, location, and cost. Among the specific factors directly influencing decisions are parents, friends, teachers, high school and college admissions counselors, and alumni.

The methods used in obtaining the data are also similar in that the factors are listed and students are asked to indicate the degree of importance for each item on a three-point scale ("of no importance," "a minor consideration," "a major consideration"). In the institutional surveys, the responses are tabulated and the factors ranked according to the distribution so that one is made aware of influential factors. In the ACT study, the mean responses are also factor analyzed to indicate which items are closely related in their influence.

Some of the uses of this information suggested in the formally reported studies are planning and evaluating pre-college services for students, planning of public relations and recruitment programs, designing of more easily interpreted admissions blanks, planning of student orientation, providing a statistical basis for studying the effect of a college and the character of its climate, contributing to college faculty understanding of students, and providing a basis for comparison between universities.

The inclusion of the same basic factors in different surveys is indicative of their reliability and validity in a study of influences on the student's choice of a college. It should also be apparent that this kind of information could be useful to the college in a variety of ways.

If, indeed, this general type of data is helpful to the institutions, it is feasible to think that a more precise type of information might be even more beneficial. The previous surveys indicate only that certain factors are or are not important and which factors are most influential in a student's selection of

a college; but they do not indicate the student's specific attitude toward the factors selected, and the factors not selected are omitted from consideration. It is left to the researcher to infer somewhat subjectively the attitude toward a certain factor on the basis of its inclusion or omission by the student. This is due to the method of rating explained previously.

Most of these surveys also usually limit the population surveyed to those students who applied and did or did not subsequently enroll in the institution. This means that students who chose not to apply at all are omitted and nothing is known of their attitudes toward the institution or of their reasons for not applying. In an urban university such as Memphis State, it would seem that this information from high school juniors and seniors in the immediate area would be helpful, particularly in view of the fact that 79.95% of the University population comes from Memphis and its environs. In addition to the information from students, it may prove interesting to know the attitudes of the teachers and counselors with whom they come in contact.

How do secondary school juniors and seniors, teachers, and counselors in the Memphis City and Shelby County Schools feel about Memphis State? Are they favorably or unfavorably disposed toward the University? Who or what most influences their attitudes? Is there any difference in attitude among various groups of students such as male and female or those who perform well academically and those who do not? It is the purpose of this study to attempt to answer these questions.

Research Approach

The fact that there are many definitions of "attitude" necessitates an explanation of its meaning as used in this study:

> Most authorities are agreed that attitudes are learned and implicit. . . Further, they are predispositions to respond, but are distinguished from other such states of readiness in that they predispose toward an evaluative response. Thus, attitudes are referred to as "tendencies of approach or avoidance," or as "favorable" or "unfavorable," and so on.[4]

"Attitude," then, is defined as a favorable or unfavorable disposition.

The term "Memphis State University" is delimited as the total of these aspects: (1) academic atmosphere, (2) social climate, (3) athletic activities, (4) physical facilities and location, (5) financial factors, and (6) regional and national reputation. As previously mentioned, these aspects have been used in several studies which attest to their reliability and validity.

The categories of students were determined by the information which they provided concerning (1) sex, (2) race, (3) current academic performance, (4) educational aspirations, (5) economic status, (6) educational background of the parents, and (7) classification. These factors, too, are used in other surveys.

The instrument used to obtain the data for this study was a questionnaire consisting of two parts: the first part to measure attitudes toward various aspects of the University and the second part to provide background information and an indication of factors directly influencing the individual's attitude. Because of the difference between the nature of background material from students and that from faculty and counselors, the second part of the questionnaire for teachers

and counselors was different from that for students. (Copies of the instruments are in the appendices.)

Attitudes toward the various aspects were determined by use of the semantic differential in the first part of the questionnaire. This was accomplished by measuring each aspect against a set of evaluative bipolar scales.

> This notion (attitudes as favorable or unfavorable) is related to another shared view--that attitudes can be ascribed to some basic bipolar continuum with a neutral or zero reference point, implying that they have both direction and intensity and providing a basis for the quantitative indexing of attitudes . . . . If attitude is, indeed, some portion of the internal mediational activity, it is . . . part of the semantic structure of an individual, and may be correspondingly indexed.[5]

Testing in this manner provided a measure of attitude for each specific aspect based on a set of scales rather than the mere selection or omission of that particular factor from a list. This section of the questionnaire was the same for students, faculty, and counselors so that there would be a basis for comparison among these groups.

In the second section of the questionnaire, the student provided the previously mentioned background material by checking appropriate spaces for each question. There is also one question in which he was asked to rank order the three most important of the following influences on his attitude toward Memphis State: (1) family, (2) friends, (3) high school counselor, (4) teachers, (5) alumni, (6) visit on campus, (7) college catalog, (8) newspaper or magazine articles, and (9) admissions counselor from MSU.

In addition to answering the questions on sex, race, and influences which are included on the student questionnaire, the faculty and counselors were asked questions concerning (1) their previous experience at Memphis State and (2) the types of students to whom they would be most likely to recommend Memphis State. These types are categorized according to (1) academic performance, (2) motivation and (3) participation in extra-curricular and social activities; and the respondent checked a "yes" or "no" answer.

Before submitting the proposal and instruments to the city and county boards of education for approval, the instrument was tested with the juniors and seniors in a local independent school. As a result of this testing the number of scales under each item was reduced in order to insure completion of the questionnaire within twenty to thirty minutes; the arrangement of adjectives was changed in order to reduce the possibility of confusion; and parenthetical explanations were added to some of the items to insure clarity of meaning.

During the spring of 1972, the questionnaires were administered to students and their teachers and counselors in the city and county by representatives from the participating schools.

The sample for the study was selected according to schools rather than individuals. With the advice of Dr. Charles McArthur, Assistant Director in the Division of Research and Planning at the Memphis Board of Education, and Mr. Kenneth Cannestrari, Consultant in the Department of Testing and Data at the Shelby County Board of Education, these schools were carefully selected on the basis of racial and economic distribution of students. In order to include

variety and balance in location, this, too, was taken into consideration in the selection of the sample.

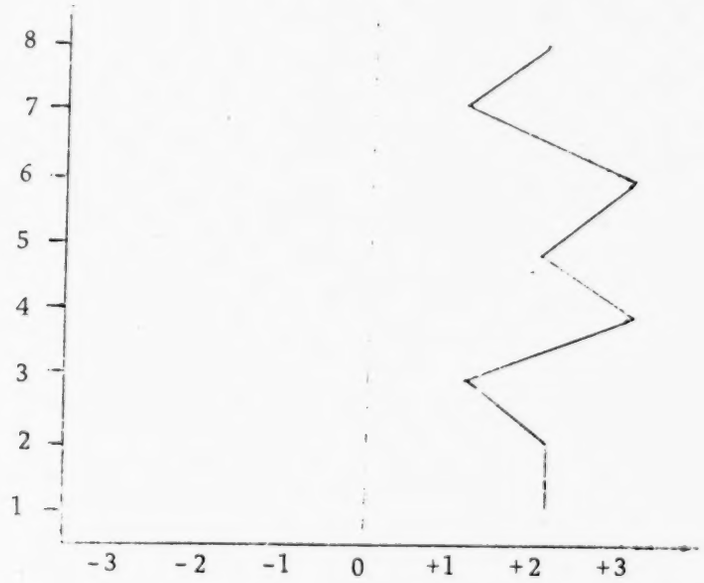
Nine high schools were selected from the Memphis city schools: Carver, Central, Fairley, Frayser, Manassas, Messick, Washington, White Station, and Wooddale. Among these are three schools in which the student enrollment is nearly all black, three which are integrated, and three which are nearly all white. The economic levels range from low to upper middle, and both suburban and inner-city schools are included. From a total enrollment of 18,800 junior and senior students, 3500 (19.44%) were tested. The 165 teachers and counselors tested were those who taught or advised the students in the classes in which the questionnaire was administered.

The three county schools selected were Collierville, Germantown, and Millington. The student population in these schools is also representative in relation to economic levels, location, and races in the county. The Millington population also includes students from naval families which means that attitudes from people from other areas of the country are also included. From a total enrollment of 2600 junior and senior students, 1000 (38.46%) were tested, and their 45 teachers and counselors were also tested. The total sample of 4500 represented 21.85% of the 21,400 junior and senior students enrolled in the city and county schools. *

* These numbers are rounded off. The enrollments were 18,796 in the city schools and 2594 in the county. Exact figures for the sample are found in the analysis of data.

Because this study was descriptive in nature it did not lend itself to a statement of hypotheses concerning possible attitudes or trends. It did seem reasonable, however, to assume that the various groups would have differing attitudes toward Memphis State. The analysis of the data was designed in such a way that it would indicate (1) the particular attitudes of each group toward MSU, (2) significant differences among the attitudes demonstrated, (3) which aspects were viewed favorably and which unfavorably, and (4) the factors which most affected the general attitude toward MSU.

Mean responses to the semantic differential were computed for each of the two major groups (students, faculty and counselors) and for the subgroups of students and were graphed as follows:



This particular graph would indicate a favorable attitude toward the University.

The following scale is used to interpret the graphs of semantic differential questions:

-3.0/-2.5 = very negative		0.5/1.5= somewhat positive
-2.5/-1.5 = quite negative	-0.5/0.5 = neutral	1.5/2.5= quite positive
-1.5/-0.5 = somewhat negative		2.5/3.0= very positive

In order to determine whether or not there was a significant difference among the responses of students and faculty and among those of the various subgroups, the Cattell Pattern Similarity Index was used. It was selected because, in addition to indicating the difference in shape of the profiles, it indicates the degree of separation between the profiles. The Index tests for differences at the .01, .02, .03, .04, .05, and .10 levels successively until difference is indicated; however, only those differences significant at the .01 level are reported in this study.

The mean responses to the items in the semantic differential were also factor analyzed to indicate which items were closely related in terms of the attitudes expressed.

In the rank ordering of the factors influencing attitudes toward Memphis State, the first choice was given a value of three, the second choice two; and the third choice, one. After the frequency was determined for each factor and rank, the factors were ranked in lists according to their values and graphed.

The decision concerning the desired degree of positiveness in attitude involves a value judgement rather than a statistical measurement. This decision would be made in terms of the philosophy, purposes, and goals of the University.

Even though the personal philosophy of the director of this study would dictate selection of "quite positive" or above as the goal or desired range of attitudes about Memphis State University, she has refrained from any interpretation of this nature except in the summary and recommendations. Only the statistical data and analyses and some of the relationships among variables are presented and described.

FINDINGS

I. Description of Sample:

Detailed descriptions of the total sample population and of the sample populations from the individual schools are found in the appendices in the form of graphs and charts. This background information was provided through responses to questions in the second section of the questionnaire.

II. Influences on Attitudes:

The direct influences on faculty and student attitudes are illustrated in graphs on the following page. The majority (81.04%) of the faculty members tested have had experience as students at Memphis State on which to base their attitudes. They reported this experience and their friends and acquaintances who have attended MSU as the first and second most influential factors in the formation of their attitudes toward the University. Students also indicated friends who attend Memphis State as the most influential factor.

INFLUENCES ON ATTITUDES

FACULTY:

Which <u>three</u> of the following do you think have most influenced your opinions about Memphis State University? (Place "1" by the most influential, a "2" by the next, etc.)

A Your own experience as a student there

B Your former students who have gone there

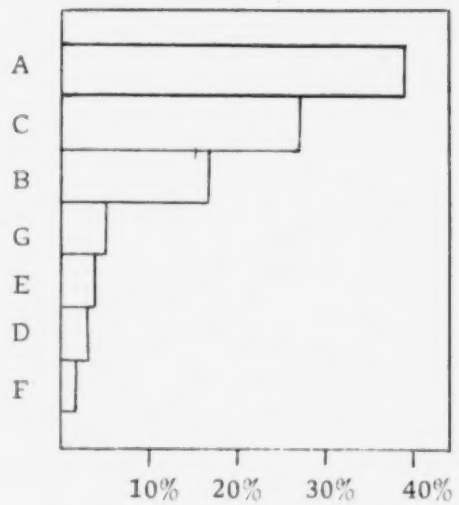
C Friends or acquaintances who have gone there

D Newspaper or magazine articles

E College catalog

F Admissions counselor from there

G Other (Please explain.)



STUDENT:

A Your parents and/or family

B Your friends

C Visit on the campus

D High school counselor

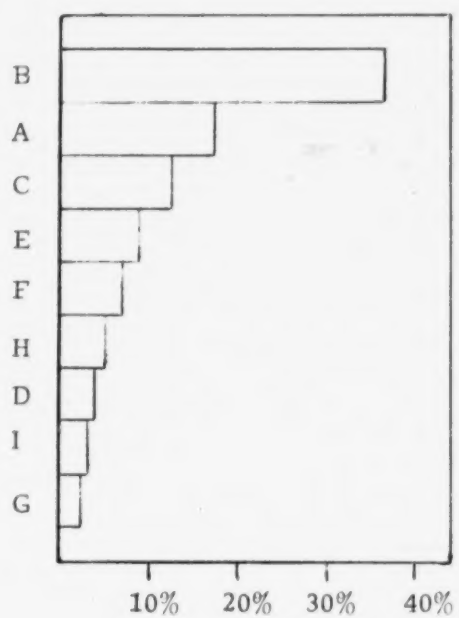
E Newspaper or magazine articles

F Alumni contacts

G Talk with admissions counselor from MSU

H High school teachers

I College catalog



Thus, experience at the University itself emerges as the major factor contributing either directly or indirectly to the formation of secondary school students' and faculty's attitudes toward Memphis State University. It should also be noted that personal experience or other people were much more influential than written publications.

III. Students Most Likely to Attend MSU:

Illustrated below is the distribution of student responses pertaining to Memphis State's position in their order of college preference.

COLLEGE PREFERENCE

In considering application to college, would Memphis State be your

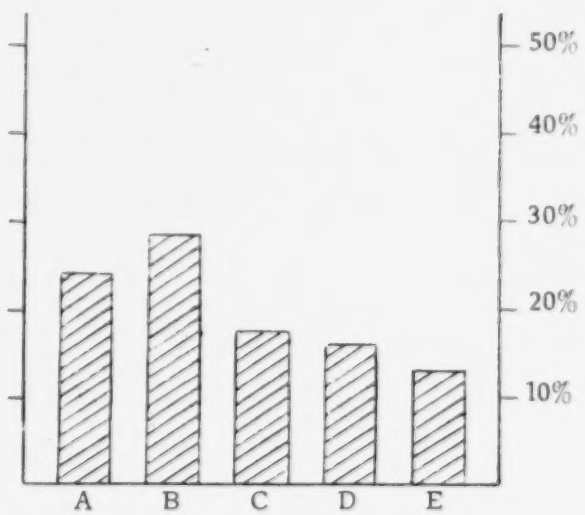
A. First Choice

B. Second Choice

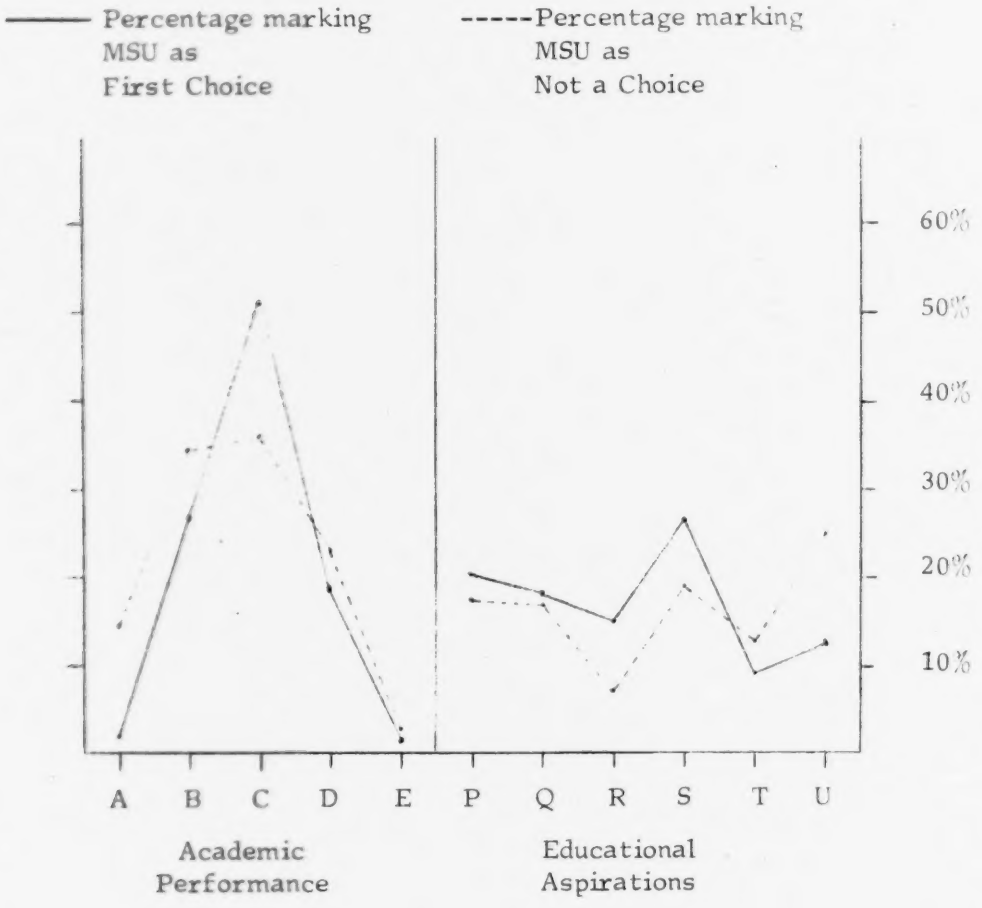
C. Third Choice

D. Other

E. Not one of your choices



DISTRIBUTION OF RESPONSES WITH MSU AS "FIRST CHOICE" AND "NOT A CHOICE"



APPROXIMATE GRADES:

A. All A's
B. Mostly A's and/or B's
C. Mostly B's and/or C's
D. Mostly C's and/or D's
E. Mostly D's and/or F's

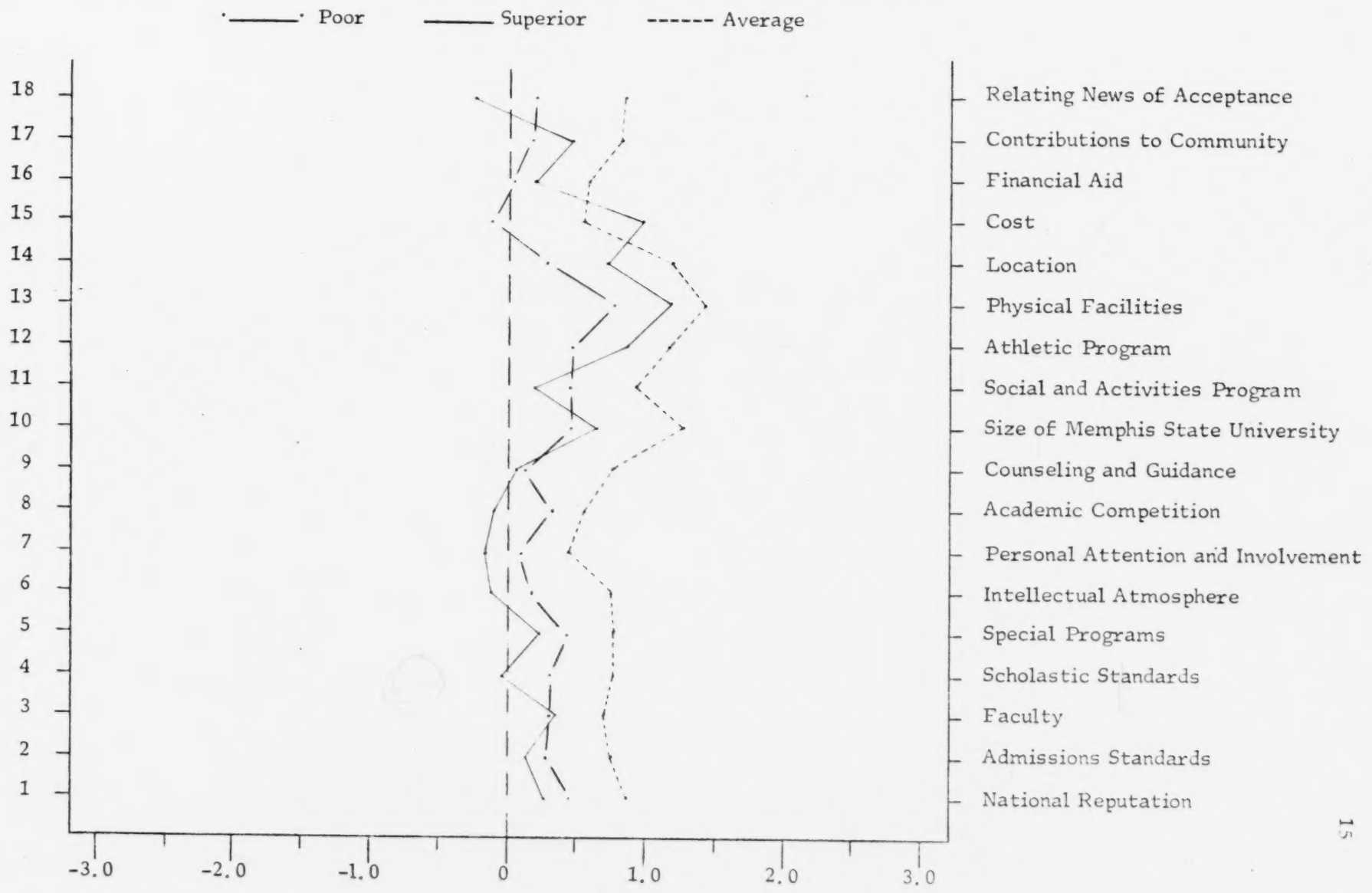
EDUCATIONAL ASPIRATIONS:

P. High School Diploma
Q. Vocational, Technical or Certificate Program (Less than two years)
R. Two-Year College Degree
S. Bachelor's or Equivalent
T. One or two years of Graduate or Professional Study
U. Doctoral or other Professional Degree beyond Two-Year Graduate

In order to determine which academic types of students indicated Memphis State as their first choice and as not one of their choices, a further analysis was made. As is illustrated on the preceding page, average students and those aspiring to earn a bachelor's degree or its equivalent comprised the highest percentage of the students marking MSU as first choice. "First choice" responses were greater in number than "not a choice" responses for students in all categories of educational aspirations except those of graduate and advanced degrees. In every case except that of the academically average student, the percentage of students indicating that Memphis State would not be a choice is higher than that of students indicating MSU as first choice. Currently, then, Memphis State appeals very much to the average secondary school student and very little to the superior and poor students. This trend is further substantiated in the semantic differential section of the questionnaire in which the average students' attitudes were more positive than those of the other groups for nearly every item; whereas, the superior and poor students were least positive in nearly every case. The graph on the following page more clearly illustrates this point.

In spite of the fact that there was a significant difference between student attitudes and those of faculty toward various aspects of the University, faculty responses indicating to which students they would be most likely to recommend Memphis State are consistent with the pattern of student preference. As one can see in the graph on page sixteen, the responses peak at the level of the average student and decrease most at the levels of the superior and poor students consecutively.

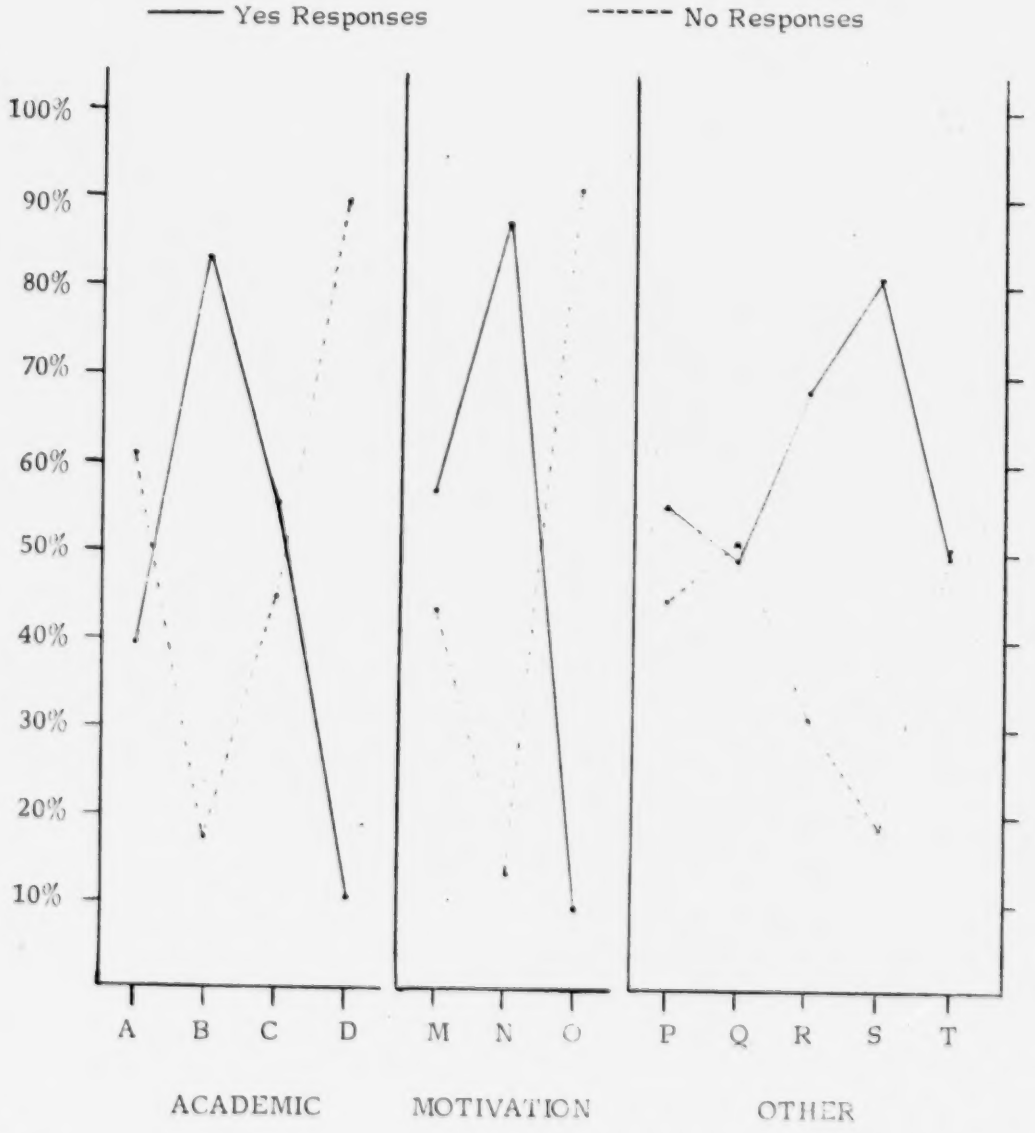
PROFILES OF MEAN RESPONSES OF SUPERIOR, AVERAGE, AND POOR STUDENTS



To which students would you be MOST LIKELY to recommend Memphis State as a good selection for their continued education?

	YES	NO	
			A. Academic:
A	☐	☐	Superior student (All A's)
B	☐	☐	Above average (A's & B's)
C	☐	☐	Fair (C's & D's)
D	☐	☐	Poor student
			B. Motivation:
M	☐	☐	High motivation
N	☐	☐	Average motivation
O	☐	☐	Poor motivation
			C. Other:
R	☐	☐	Athletically inclined
P	☐	☐	Leader in extra-curricular activities
Q	☐	☐	Leader in social activities
S	☐	☐	Student with average participation in any or all of the above activities
T	☐	☐	Non-participant

STUDENTS TO WHOM FACULTY WOULD MOST LIKELY RECOMMEND MSU

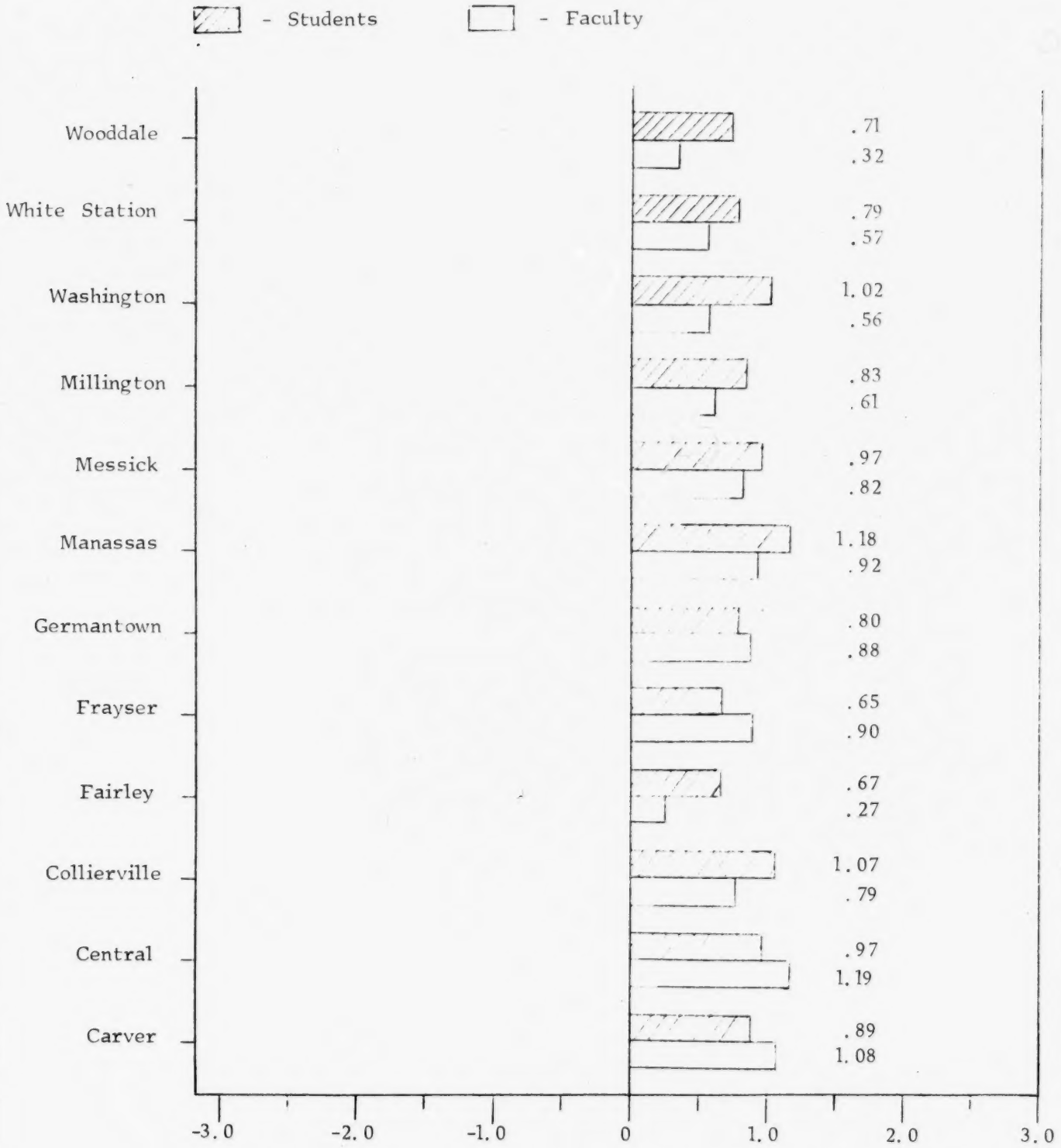


IV. Attitudes Toward the University:

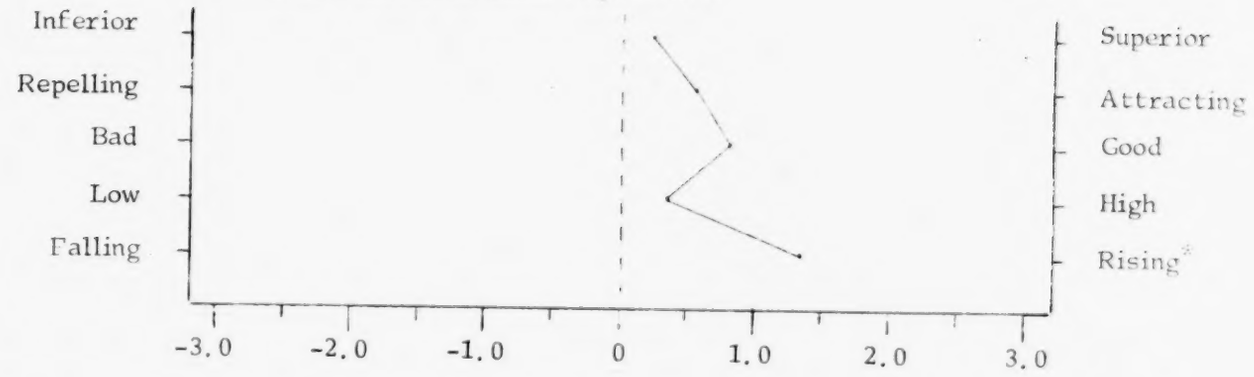
The overall mean response to the semantic differential section of the questionnaire indicates somewhat positive attitudes (0.5 to 1.5 range) toward Memphis State University for both faculty and students with student attitudes (0.855) being slightly more positive than those of faculty (0.743). The total mean responses of faculty and students for each school are illustrated in a graph on the following page. They range from a low of 0.27 (neutral) to a high of 1.19 (somewhat positive) and indicate some of the differences in attitudes from school to school. Although this total mean provides one essential perspective, it obscures many variations which are necessary for a meaningful interpretation of the data.

Mean scores were also obtained for each individual scale. They provide a more detailed description of each item than is appropriate for this particular report; however, the profiles of scale means for four questions are presented on page nineteen because they illustrate an interesting trend in attitudes. In answering these questions, the respondent had the opportunity not only to assess the current status of an item, but to indicate whether or not he felt that it is improving. Both faculty and students feel that the University's national reputation, admissions standards, scholastic standards and academic competition among students are rising. In every question except the one concerning admissions standards, the most positive attitude indicated is on the scale labeled "rising" or "increasing." In addition, then to indicating a trend in attitudes, this scale had a tendency to raise the total mean for this question.

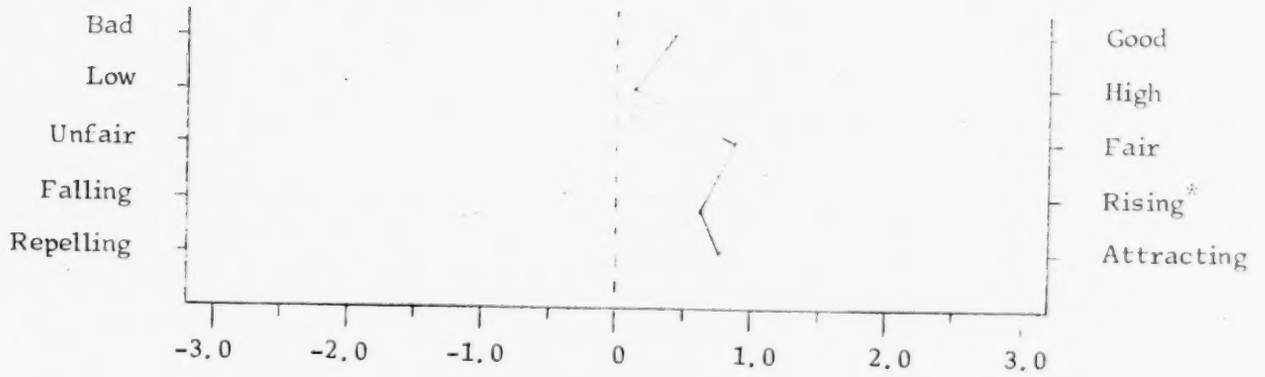
TOTAL MEAN ATTITUDE OF FACULTY AND STUDENTS BY SCHOOLS



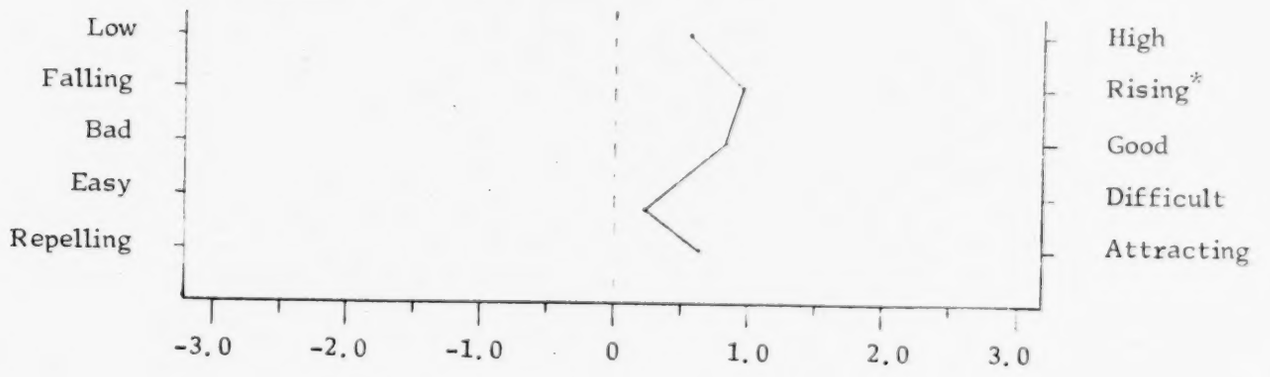
Memphis State's National Reputation:



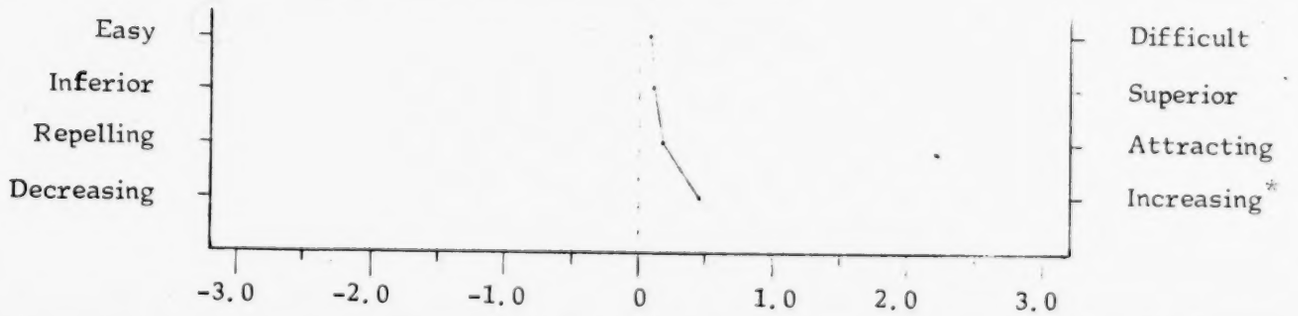
Admissions Standards:



Scholastic Standards:



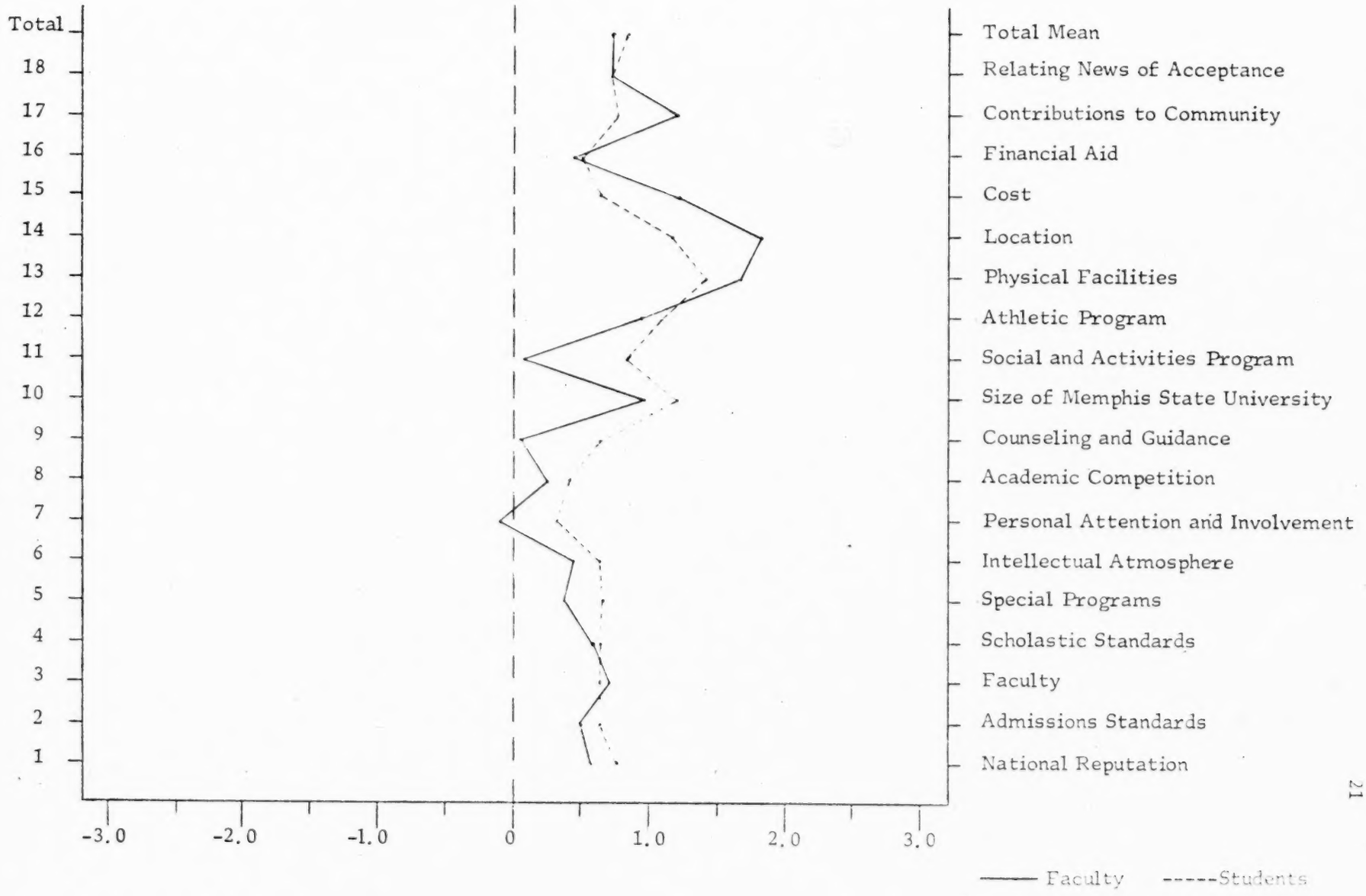
Academic Competition Among Students:



Most indicative of attitudes toward specific aspects of the University are the mean responses to each question. The profiles of the total faculty and student mean responses to each question are typical of the shape of the profiles for all of the various subgroups in that attitudes toward items in questions twelve through seventeen (athletic activities, physical facilities, financial factors, and location) were generally more positive than those toward items in questions one through eleven and eighteen (academic atmosphere, national reputation, social climate, personal involvement, and acceptance as a student at MSU).

A factor analysis of student responses determined these same groups of questions as the two factors indicating items closely related in terms of attitudes expressed. It is interesting to note that the attitudes toward the items in Factor II (questions 12-17) are more positive, and yet the high school students' attitudes toward being accepted as students at Memphis State are a part of Factor I (questions 1-11 and 18) which includes the items toward which attitudes are less positive: academic atmosphere, national reputation, social climate, and personal involvement. This same trend appears in the factor analysis of faculty data in which Factor II includes the same items as that for students and the attitudes are most positive toward these items. Factor I includes questions 1-6, 8, 10, and 18 toward which attitudes are less positive, but a third factor also emerges which includes three items toward which faculty attitudes are least positive: opportunity for personal attention and involvement, counseling and guidance in planning the student's academic program, and social atmosphere and activities program. The profiles of total faculty and student attitudes found on the next page illustrate these general trends.

MEAN RESPONSES OF FACULTY AND STUDENTS



The preceding graph and the individual school profiles in the appendices also illustrate the difference in intensity of attitudes among the various groups. The difference in degree of attitude and the variation in trend for some of the subgroups account for the significant differences at the .01 level found between total faculty and students, nearly all of the student subgroups and some of the faculty subgroups. Generally, the academically superior students with professional parents and the academically poor students had least favorable attitudes toward Memphis State University. Average students had the most favorable attitudes. Both the attitudes expressed in the semantic differential and the indications of Memphis State as a choice for future education support this finding.

A total mean for the questionnaire indicates a somewhat positive attitude toward the total University with differences among the various groups toward specific aspects.

REFERENCES

1. Richards, James M., Jr. and Holland, John L. (1965). "A Factor Analysis Of Student 'Explanations' of Their Choice of a College," ACT Research Reports, 8:1.

2. Ibid.

3. Hanle, Robert V. (1970). "Survey of Preferential Reasons Freshmen and Parents Selected Elizabethtown College," Institutional Research and Communication in Higher Education, Proceedings of the 10th Annual Forum, 128-131.

4. Osgood, C. E. (1957). The Measurement of Meaning, Urbana: University of Illinois Press, 189-190.

5. Ibid.

APPENDICES

A. Student and Faculty Instruments----------1

B. Description of Total Sample----------7

C. Student background information and graphs of student and faculty mean responses to semantic differential for each school----------17

D. List of other retrievable information---------53

APPENDIX A

FACULTY AND STUDENTS

MEMPHIS STATE UNIVERSITY

a survey of attitudes

This year Memphis State University is engaged in a formal self study, and we should appreciate your assistance. It is important to us to know what you think and feel about Memphis State. This questionnaire is an attempt to discover just that--your thoughts and feelings; therefore, an accurate knowledge of facts about the University is not required to answer the questions.

The purpose of this study is to measure attitudes toward various aspects of the University by judging them against a series of descriptive adjectives. In answering these questions, please answer according to YOUR OWN feelings.

IMPORTANT

1. Place your mark in the middle of the space.

   THIS: X :___:___ NOT THIS ___X___:___

2. Mark one space between every pair of adjectives. DO NOT OMIT ANY.
3. Work at a fairly high speed. It is your first and true impression that we want.

EXAMPLES

If your feeling about the aspect at the top is very closely related to one end of the scale, you should place your mark as follows:

Student Government

FAIR X :___:___:___:___:___:___ UNFAIR

OR

FAIR ___:___:___:___:___:___: X UNFAIR

If your feeling is closely related (but not extremely) to one or the other end of the scale, you should place your mark as follows:

* ATTRACTING ___: X :___:___:___:___:___ REPELLING

OR

ATTRACTING ___:___:___:___:___: X :___ REPELLING

If your feeling is only slightly related to one side as opposed to the other side, then you should mark as follows:

HELPFUL ___:___: X :___:___:___:___ HARMFUL

OR

HELPFUL ___:___:___:___: X :___:___ HARMFUL

If your feeling is neutral, then you should mark the middle space.

GOOD ___:___:___: X :___:___:___ BAD

* ATTRACTING: something you like; REPELLING: something you dislike

FACULTY AND STUDENTS

1. Memphis State's national reputation:

SUPERIOR	___:___:___:___:___:___:___	INFERIOR
ATTRACTING	___:___:___:___:___:___:___	REPELLING
GOOD	___:___:___:___:___:___:___	BAD
HIGH	___:___:___:___:___:___:___	LOW
RISING	___:___:___:___:___:___:___	FALLING

2. Admissions Standards (What it takes to get in Memphis State):

GOOD	___:___:___:___:___:___:___	BAD
HIGH	___:___:___:___:___:___:___	LOW
FAIR	___:___:___:___:___:___:___	UNFAIR
RISING	___:___:___:___:___:___:___	FALLING
ATTRACTING	___:___:___:___:___:___:___	REPELLING

3. Faculty (teachers) at Memphis State:

FRIENDLY	___:___:___:___:___:___:___	UNFRIENDLY
GOOD	___:___:___:___:___:___:___	BAD
ENCOURAGING	___:___:___:___:___:___:___	DISCOURAGING
QUALIFIED	___:___:___:___:___:___:___	UNQUALIFIED
INTERESTING	___:___:___:___:___:___:___	BORING
ATTRACTING	___:___:___:___:___:___:___	REPELLING

4. Scholastic Standards:

HIGH	___:___:___:___:___:___:___	LOW
RISING	___:___:___:___:___:___:___	FALLING
GOOD	___:___:___:___:___:___:___	BAD
DIFFICULT	___:___:___:___:___:___:___	EASY
ATTRACTING	___:___:___:___:___:___:___	REPELLING

5. Special courses or programs you want in college:
Please name the special courses or programs of interest to you: _____
(If there is not a course or program of special interest to you, omit this question.)

At Memphis State, is the course or program you named:

GOOD	___:___:___:___:___:___:___	BAD
COMPLETE	___:___:___:___:___:___:___	INCOMPLETE
SUCCESSFUL	___:___:___:___:___:___:___	UNSUCCESSFUL
ATTRACTING	___:___:___:___:___:___:___	REPELLING
AVAILABLE	___:___:___:___:___:___:___	UNAVAILABLE

6. Intellectual (learning) atmosphere:

ATTRACTING	___:___:___:___:___:___:___	REPELLING
COLORFUL	___:___:___:___:___:___:___	COLORLESS
SUPERIOR	___:___:___:___:___:___:___	INFERIOR
INSPIRING	___:___:___:___:___:___:___	TEDIOUS
INTERESTING	___:___:___:___:___:___:___	BORING

7. Opportunity for personal attention and involvement at Memphis State:

SUFFICIENT	___:___:___:___:___:___:___	INSUFFICIENT
FREQUENT	___:___:___:___:___:___:___	INFREQUENT
ATTRACTING	___:___:___:___:___:___:___	REPELLING
EASY	___:___:___:___:___:___:___	DIFFICULT
AVAILABLE	___:___:___:___:___:___:___	UNAVAILABLE

8. Academic competition among students (How easy or hard it is to get good grades in comparison to other students at Memphis State):

DIFFICULT	___:___:___:___:___:___:___	EASY
SUPERIOR	___:___:___:___:___:___:___	INFERIOR
ATTRACTING	___:___:___:___:___:___:___	REPELLING
INCREASING	___:___:___:___:___:___:___	DECREASING

9. Counseling and guidance in planning the student's academic program:

SUCCESSFUL	___:___:___:___:___:___:___	UNSUCCESSFUL
GOOD	___:___:___:___:___:___:___	BAD
FRIENDLY	___:___:___:___:___:___:___	UNFRIENDLY
SUFFICIENT	___:___:___:___:___:___:___	INSUFFICIENT
ATTRACTING	___:___:___:___:___:___:___	REPELLING

10. Size of Memphis State:

LARGE	___:___:___:___:___:___:___	SMALL
ATTRACTING	___:___:___:___:___:___:___	REPELLING
INCREASING	___:___:___:___:___:___:___	DECREASING
HELPFUL	___:___:___:___:___:___:___	HARMFUL
FRIENDLY	___:___:___:___:___:___:___	UNFRIENDLY

11. Social atmosphere and activities program:

COMPLETE	___:___:___:___:___:___:___	INCOMPLETE
HAPPY	___:___:___:___:___:___:___	SAD
FRIENDLY	___:___:___:___:___:___:___	UNFRIENDLY
SUCCESSFUL	___:___:___:___:___:___:___	UNSUCCESSFUL
ATTRACTING	___:___:___:___:___:___:___	REPELLING

12. Athletic program:

COMPLETE	___:___:___:___:___:___:___	INCOMPLETE
GOOD	___:___:___:___:___:___:___	BAD
ATTRACTING	___:___:___:___:___:___:___	REPELLING
SUCCESSFUL	___:___:___:___:___:___:___	UNSUCCESSFUL
STRONG	___:___:___:___:___:___:___	WEAK

13. Physical facilities (Buildings, classrooms, equipment, etc.):

COMPLETE	___:___:___:___:___:___:___	INCOMPLETE
GOOD	___:___:___:___:___:___:___	BAD
HELPFUL	___:___:___:___:___:___:___	HARMFUL
ATTRACTING	___:___:___:___:___:___:___	REPELLING

14. Location (distance from home):

GOOD	___:___:___:___:___:___:___	BAD
ATTRACTING	___:___:___:___:___:___:___	REPELLING
FORTUNATE	___:___:___:___:___:___:___	UNFORTUNATE
SUFFICIENT	___:___:___:___:___:___:___	INSUFFICIENT

15. Cost:

LOW	___:___:___:___:___:___:___	HIGH
GOOD	___:___:___:___:___:___:___	BAD
HELPFUL	___:___:___:___:___:___:___	HARMFUL
ATTRACTING	___:___:___:___:___:___:___	REPELLING

16. Financial aid:

HIGH	___:___:___:___:___:___:___	LOW
GOOD	___:___:___:___:___:___:___	BAD
ATTRACTING	___:___:___:___:___:___:___	REPELLING
SUFFICIENT	___:___:___:___:___:___:___	INSUFFICIENT

17. Memphis State's contributions to the community:

SUPERIOR	___:___:___:___:___:___:___	INFERIOR
SUCCESSFUL	___:___:___:___:___:___:___	UNSUCCESSFUL
INCREASING	___:___:___:___:___:___:___	DECREASING
MEANINGFUL	___:___:___:___:___:___:___	MEANINGLESS
ATTRACTING	___:___:___:___:___:___:___	REPELLING

18. If you were accepted as a student at Memphis State, how would you feel about telling the news to your friends?

GOOD	___:___:___:___:___:___:___	BAD
PROUD	___:___:___:___:___:___:___	ASHAMED
HAPPY	___:___:___:___:___:___:___	SAD
EAGER	___:___:___:___:___:___:___	INDIFFERENT
SUPERIOR	___:___:___:___:___:___:___	INFERIOR
IMPORTANT	___:___:___:___:___:___:___	UNIMPORTANT
COMFORTABLE	___:___:___:___:___:___:___	UNCOMFORTABLE
WISE	___:___:___:___:___:___:___	FOOLISH
EAGER	___:___:___:___:___:___:___	RELUCTANT

FACULTY ONLY

SECTION II

1. Which three of the following do you think have most influenced your opinions about Memphis State University? (Place "1" by the most influential, a "2" by the next, etc.)

- ☐ Your own experience as a student there
- ☐ Your former students who have gone there
- ☐ Friends or acquaintances who have gone there
- ☐ Newspaper or magazine articles
- ☐ College catalog
- ☐ Admissions counselor from there
- ☐ Other (Please explain.)

---

2. SEX: ☐ Male ☐ Female

3. RACE: ☐ Black ☐ White ☐ Other

4. Have you ever been a student at Memphis State? ☐ YES ☐ NO

5. Number of years attended at undergraduate level:

- ☐ none
- ☐ less than one
- ☐ one
- ☐ two
- ☐ three
- ☐ four
- ☐ more than four
- ☐ graduated from MSU

6. Number of graduate hours earned at MSU:

- ☐ none
- ☐ 3-9
- ☐ 12-18
- ☐ 21-27
- ☐ 30 or more
- ☐ graduate degree

7. When was the last time you were a student at MSU?

- ☐ within the last year
- ☐ 2-5 years ago
- ☐ 6-10 years
- ☐ more than 10 years ago

8. With which department have you had the most experience?

---

9. To which students would you be MOST LIKELY to recommend Memphis State as a good selection for their continued education?

YES	NO	
		A. Academic:
☐	☐	Superior student (All A's)
☐	☐	Above average (A's & B's)
☐	☐	Fair (C's & D's)
☐	☐	Poor student
		B. Motivation:
☐	☐	High motivation
☐	☐	Average motivation
☐	☐	Poor motivation
		C. Other:
☐	☐	Athletically inclined
☐	☐	Leader in extra-curricular activities
☐	☐	Leader in social activities
☐	☐	Student with average participation in any or all of the above activities
☐	☐	Non-participant

STUDENTS ONLY

Some of the questions in this section are personal, and YOU MAY OMIT ANY WHICH YOU CONSIDER OBJECTIONABLE. However, your name is not given to us, and this information will be helpful to us in determining which people the University is serving effectively and for which groups we may wish to reconsider some phases of our program.

CHECK ONE BLANK FOR EACH OF THE FOLLOWING:

1. In considering application to college, would Memphis State be your

- ☐ First choice
- ☐ Second choice
- ☐ Third choice
- ☐ Other
- ☐ Not one of your choices

2. SEX: ☐ Male ☐ Female

3. CLASSIFICATION: ☐ Junior ☐ Senior

4. RACE: ☐ Black ☐ White ☐ Other

5. APPROXIMATE GRADES:

- ☐ All A's
- ☐ Mostly A's and/or B's
- ☐ Mostly B's and/or C's
- ☐ Mostly C's and/or D's
- ☐ Mostly D's and/or F's

6. EDUCATIONAL ASPIRATIONS (PLANS):

- ☐ High School Diploma
- ☐ Vocational, Technical or Certificate Program (Less than two years)
- ☐ Two-Year College Degree
- ☐ Bachelor's or Equivalent
- ☐ One or two years of Graduate or Professional Study
- ☐ Doctoral or other Professional Degree beyond Two-Year Graduate

Mark the highest level of formal education for your parents:

	7. Father	**8.** Mother
☐	No formal schooling or some grade school only	☐
☐	Finished grade school	☐
☐	Some high school	☐
☐	Finished high school	☐
☐	Business or Trade school	☐
☐	Some college	☐
☐	Finished college (four years)	☐
☐	Attended graduate or professional school but did not attain a graduate or professional degree	☐
☐	Attained a graduate or professional degree (M. A., Ph. D., M. D.)	☐
☐	Do not know	☐

9. Your best estimate of your parent's income this year:

- ☐ Less than $4,000
- ☐ $4,000 to $5,999
- ☐ $6,000 to $7,999
- ☐ $8,000 to $9,999
- ☐ $10,000 to $13,999
- ☐ $14,000 to $19,999
- ☐ $20,000 to $25,999
- ☐ $26,000 to $31,999
- ☐ Over $32,000
- ☐ Do not know

10. Which three of the following do you think have most influenced your opinions about Memphis State? (Place a "1" by the most influential, a "2" by next, and a "3" by the last.)

- ☐ Your parents and/or family
- ☐ Your friends who are going or will go to MSU
- ☐ Your friends who do not or will not go to MSU
- ☐ Visit on the campus
- ☐ High school counselor
- ☐ Newspaper or magazine articles
- ☐ Alumni contacts (People who have gone to MSU)
- ☐ Talk with admissions counselor from MSU
- ☐ High school teachers
- ☐ College catalog

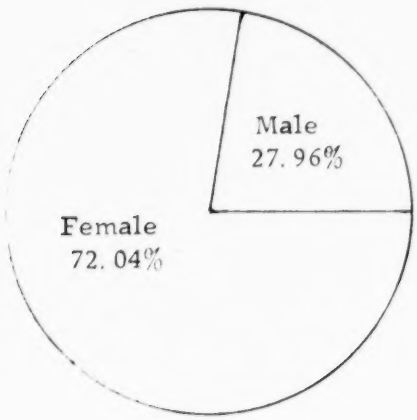
APPENDIX B

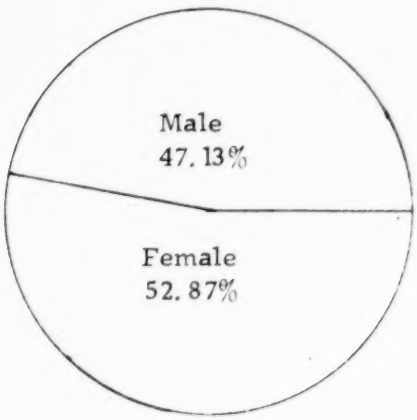
BACKGROUND INFORMATION

FACULTY

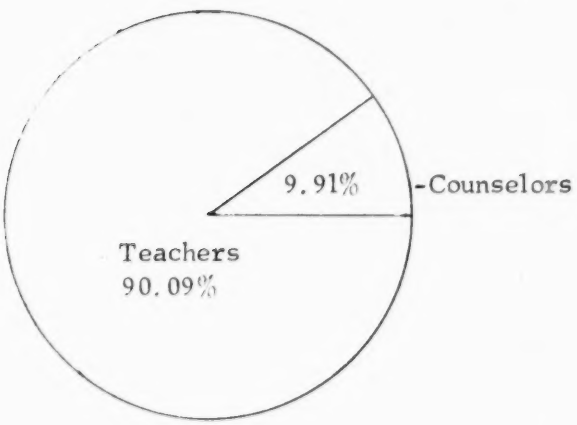
STUDENTS

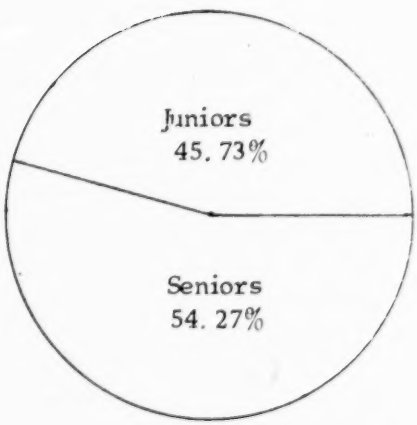
Sex



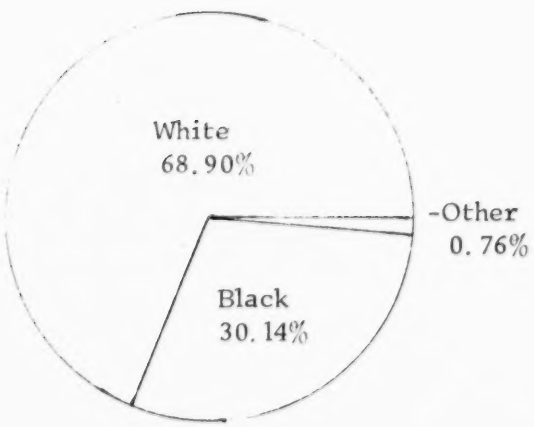


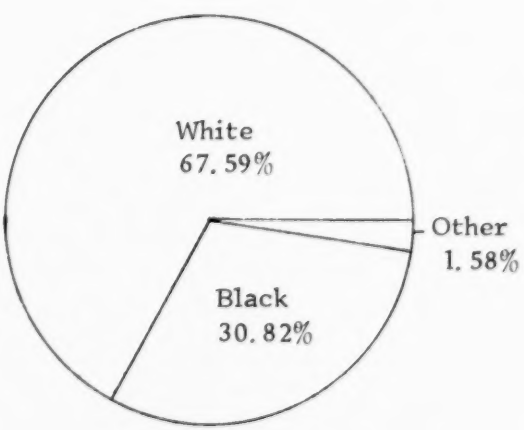
Category





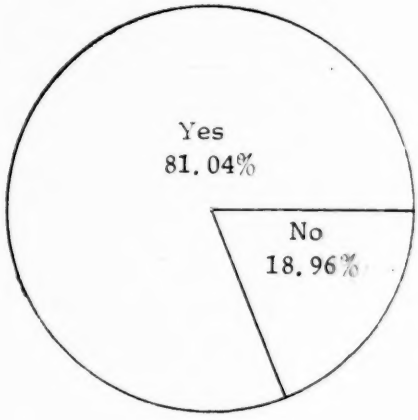
Race

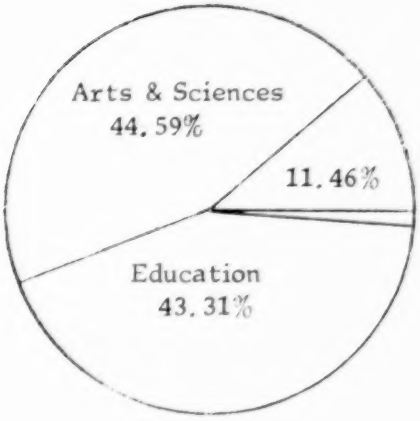




FACULTY EXPERIENCE AT MSU

Have you ever been a student at Memphis State?





In which college have you had the most experience?

When was the last time you were a student at MSU?

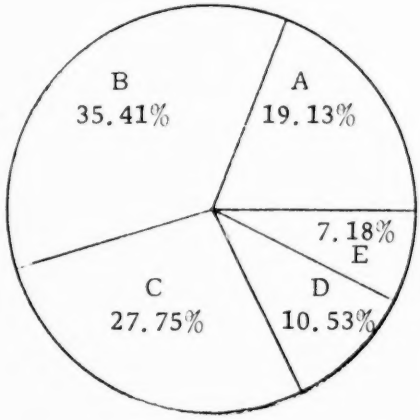
A. Never

B. Within the last year

C. 2-5 years ago

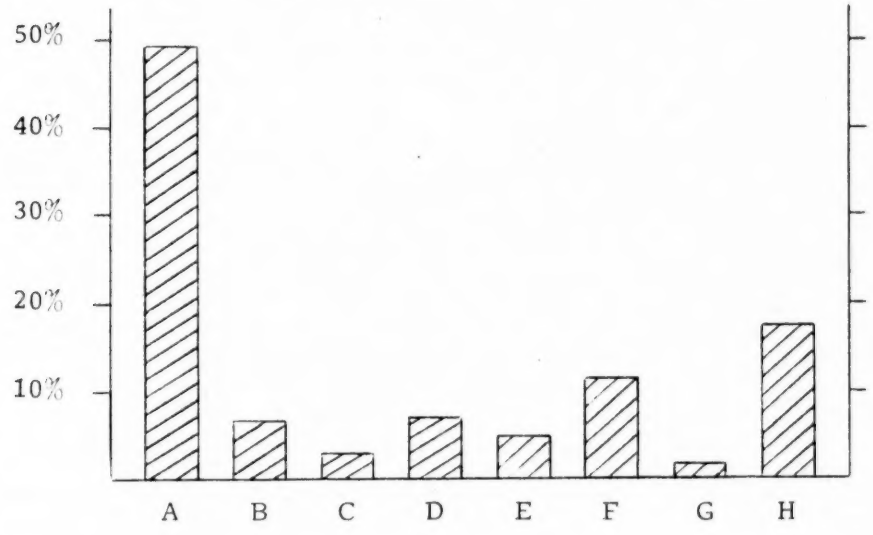
D. 6-10 years ago

E. More than 10 years ago



FACULTY EXPERIENCE AT MSU

Number of years attended at undergraduate level:



A. None

B. Less than one

C. One

D. Two

E. Three

F. Four

G. More

H. Graduated from MSU

Number of graduate hours earned at MSU:

A. None

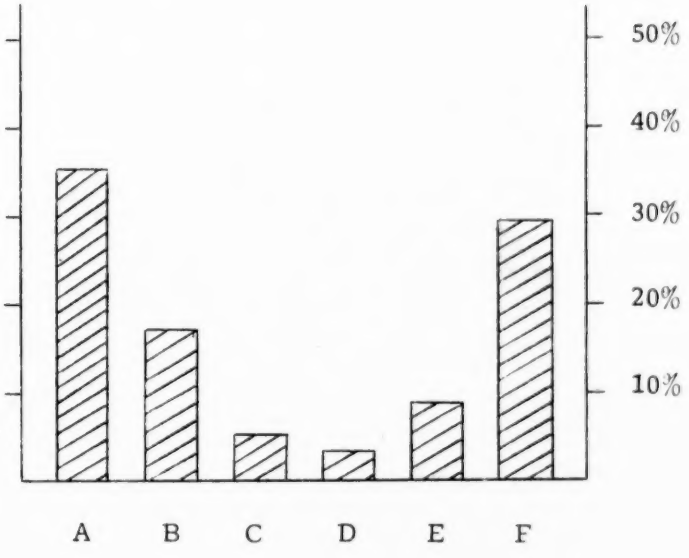
B. 3-9

C. 12-18

D. 21-27

E. 30 or more

F. Graduate Degree



INFLUENCES ON FACULTY ATTITUDES

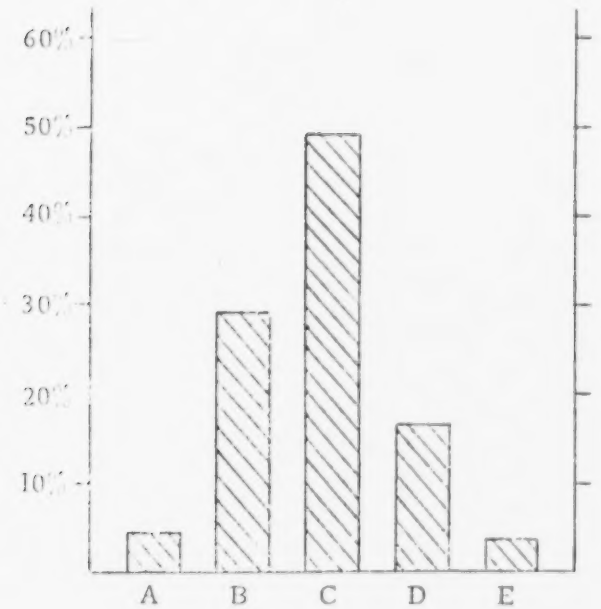
QUESTION: Which three of the following do you think have most influenced your opinions about Memphis State University? (Place "1" by the most influential, "2" by the next, etc.)

RESULTS

Influence		Frequency	Weighted Score	Percent of Total Weighted Score
1. Your own experience as a student there				
	First Choice	142	426	
	Second Choice	16	32	
	Third Choice	3	3	
	TOTAL WEIGHTED SCORE		461	39.50%
2. Friends or acquaintances who have gone there				
	First Choice	38	114	
	Second Choice	87	174	
	Third Choice	34	34	
	TOTAL WEIGHTED SCORE		322	27.59%
3. Your former students who have gone there				
	First Choice	20	60	
	Second Choice	50	100	
	Third Choice	35	35	
	TOTAL WEIGHTED SCORE		195	16.71%

Influence		Frequency	Weighted Score	Percent of Total Weighted Score
4. Other (Please explain)				
	First Choice	8	24	
	Second Choice	13	26	
	Third Choice	7	7	
	TOTAL WEIGHTED SCORE		57	4.88%
5. College catalog				
	First Choice	3	9	
	Second Choice	13	26	
	Third Choice	20	20	
	TOTAL WEIGHTED SCORE		55	4.71%
6. Newspaper or magazine articles				
	First Choice	1	3	
	Second Choice	12	24	
	Third Choice	26	26	
	TOTAL WEIGHTED SCORE		53	4.54%
7. Admissions counselor from there				
	First Choice	2	6	
	Second Choice	5	10	
	Third Choice	8	8	
	TOTAL WEIGHTED SCORE		24	2.06%

STUDENT ACADEMIC PERFORMANCE



A. All A's

B. Mostly A's and/or B's

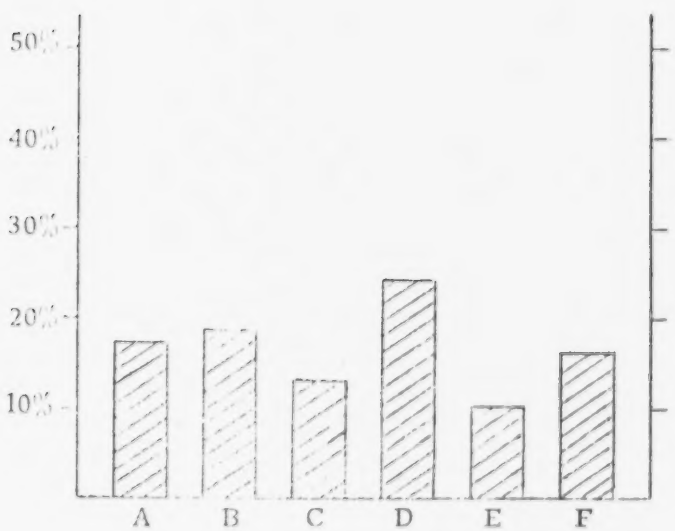
C. Mostly B's and/or C's

D. Mostly C's and/or D's

E. Mostly D's and/or F's

Some question had been raised concerning the accuracy with which students would report their grades. In the total sample and in each individual school, the responses approximated the normal curve.

STUDENT EDUCATIONAL ASPIRATIONS



A. High School Diploma

B. Vocational, Technical or Certificate Program (Less than two years)

C. Two-Year College Degree

D. Bachelor's or Equivalent

E. One or two years of Graduate or Professional Study

F. Doctoral or other Professional Degree beyond Two-Year Graduate

PARENTS' HIGHEST LEVEL OF EDUCATION

A. No formal schooling or some grade school only

B. Finished grade school

C. Some high school

D. Finished high school

E. Business or Trade school

F. Some college

G. Finished college (four years)

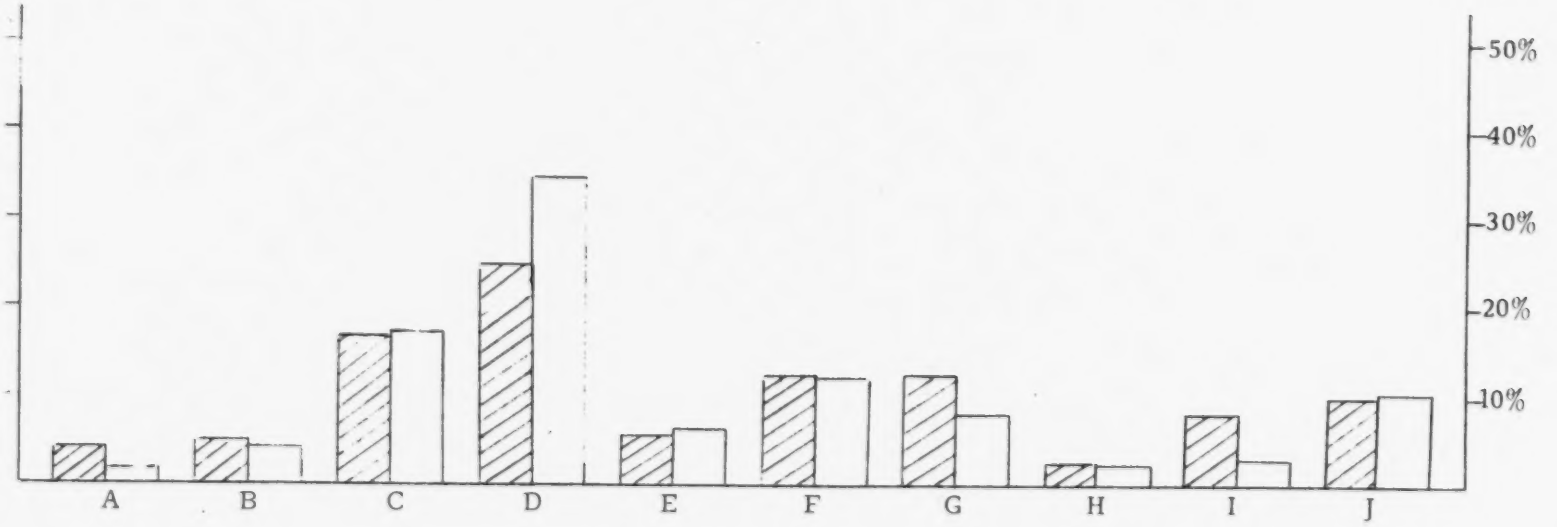
H. Attended graduate or professional school but did not attain a graduate or professional degree

I. Attained a graduate or professional degree (M. A., Ph. D., M. D.)

J. Do not know

▨ - Father

□ - Mother



INFLUENCES ON STUDENT ATTITUDES

Influence		Frequency	Weighted Score	Percent of Total Weighted Score
*1. Your friends				
	First Choice	1810	5430	
	Second Choice	1401	2802	
	Third Choice	586	586	
	TOTAL WEIGHTED SCORE		8818	36.75%
2. Your parents and/or family				
	First Choice	947	2841	
	Second Choice	497	994	
	Third Choice	404	404	
	TOTAL WEIGHTED SCORE		4239	17.67%
3. Visit on the campus				
	First Choice	441	1323	
	Second Choice	687	1374	
	Third Choice	462	462	
	TOTAL WEIGHTED SCORE		3159	13.16%
4. Newspaper or magazine articles				
	First Choice	297	891	
	Second Choice	430	860	
	Third Choice	396	396	
	TOTAL WEIGHTED SCORE		2147	8.95%

*See page 16.

Influence	Frequency	Weighted Score	Percent of Total Weighted Score
5. Alumni contacts			
First Choice	260	780	
Second Choice	358	716	
Third Choice	326	326	
TOTAL WEIGHTED SCORE		1822	7.59%
6. High School teachers			
First Choice	113	339	
Second Choice	317	634	
Third Choice	358	358	
TOTAL WEIGHTED SCORE		1331	5.55%
7. High School counselor			
First Choice	104	312	
Second Choice	248	496	
Third Choice	168	168	
TOTAL WEIGHTED SCORE		976	4.07%
8. College catalog			
First Choice	110	330	
Second Choice	173	346	
Third Choice	280	280	
TOTAL WEIGHTED SCORE		956	3.98%

Influence		Frequency	Weighted Score	Percent of Total Weighted Score
9. Admissions counselor from MSU				
	First Choice	64	192	
	Second Choice	126	252	
	Third Choice	103	103	
	TOTAL WEIGHTED SCORE		547	2.28%

*"Your friends" was divided into two categories:
(a) Your friends who are going or will go to MSU
(b) Your friends who do not or will not go to MSU
The following are the responses to these two categories.

(a) Your friends who are going or will go to MSU				
	First Choice	1504	4512	
	Second Choice	1012	2024	
	Third Choice	308	308	
	TOTAL WEIGHTED SCORE		6844	28.52%
(b) Your friends who do not or will not go to MSU				
	First Choice	306	918	
	Second Choice	389	778	
	Third Choice	278	278	
	TOTAL WEIGHTED SCORE		1974	8.23%
	YOUR FRIENDS-TOTAL		8818	36.75%

APPENDIX C

CARVER

Classification	Percentages
Junior	56.96%
Senior	43.04%
Sex	
Male	45.77%
Female	54.23%
Race	
Black	95.65%
White	2.17%
Other	2.17%
Grades	
All A's	1.57%
Mostly A's and/or B's	13.84%
Mostly B's and/or C's	55.03%
Mostly C's and/or D's	27.99%
Mostly D's and/or F's	1.57%
Educational Plans	
High School Diploma	17.74%
Vocational, Technical or Certificate Program (Less than two years)	24.84%
Two-Year College Degree	17.42%
Bachelor's or Equivalent	17.10%
One or two years of Graduate or Professional Study	7.42%
Doctoral or other Professional Degree beyond Two-Year Graduate	15.48%

CARVER

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
6.98%	No formal schooling or some grade school only	3.80%
10.79%	Finished grade school	8.54%
33.97%	Some high school	32.29%
22.54%	Finished high school	30.06%
3.81%	Business or Trade school	6.33%
4.76%	Some college	5.38%
3.18%	Finished college (four years)	2.85%
.64%	Attended graduate or professional school but did not attain a graduate or professional degree	.95%
1.27%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	.63%
12.06%	Do not know	9.18%

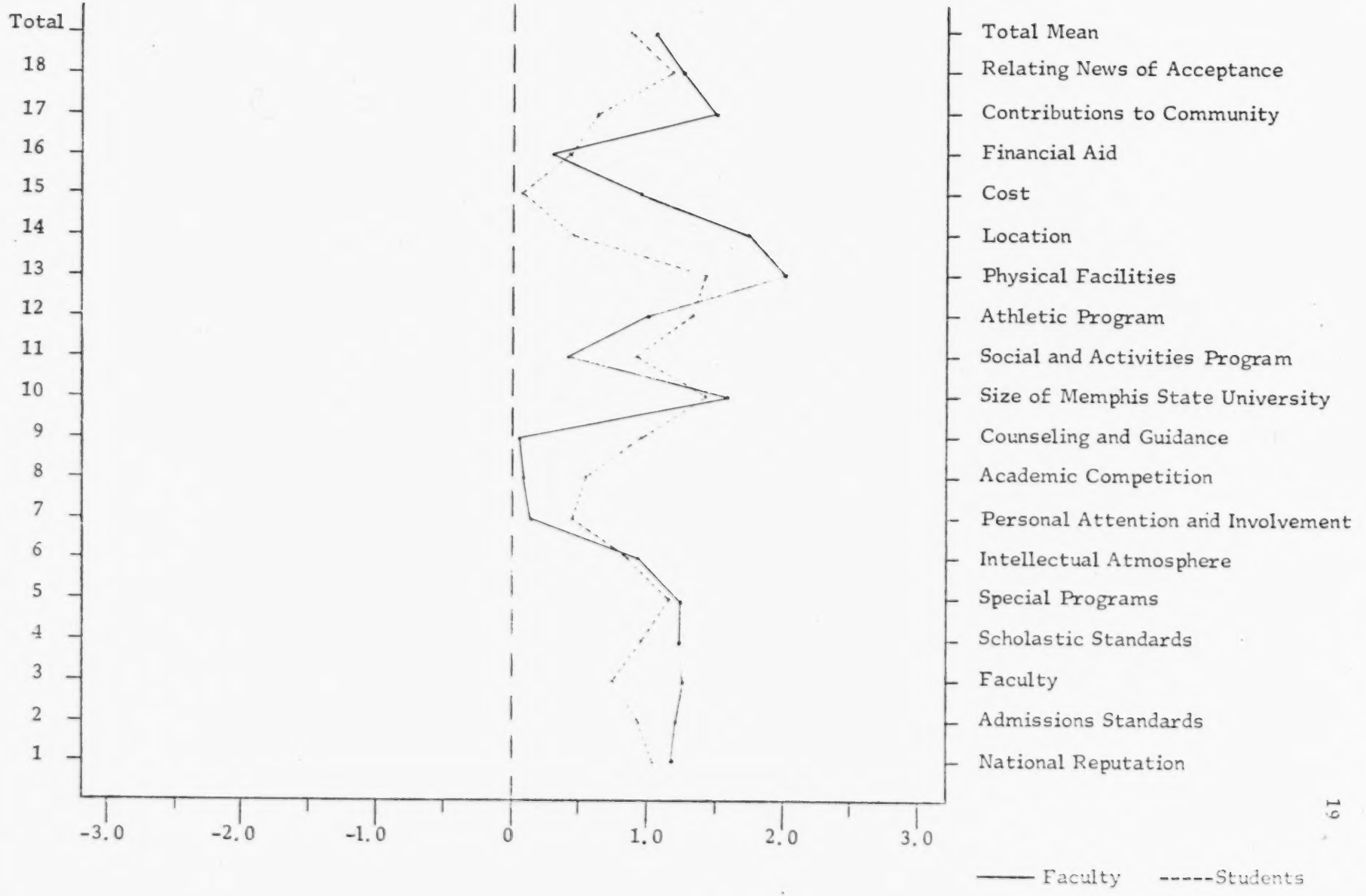
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	228	13.07%
Your friends who are going or will go to MSU	391	22.42%
Your friends who do not or will not go to MSU	156	8.95%
Visit on the campus	227	13.02%
High school counselor	111	6.37%
Newspaper or magazine articles	193	11.07%
Alumni contacts (People who have gone to MSU)	128	7.34%
Talk with admissions counselor from MSU	90	5.16%
High school teachers	111	6.37%
College catalog	109	6.25%

In considering application to college, would Memphis State be your

First Choice	15.11%
Second Choice	31.51%
Third Choice	21.54%
Other	20.58%
Not one of your Choices	11.25%

MEAN RESPONSES OF CARVER FACULTY AND STUDENTS



CENTRAL

Classification	Percentages
Junior	49.53%
Senior	50.47%
Sex	
Male	46.62%
Female	53.38%
Race	
Black	36.62%
White	61.27%
Other	2.11%
Grades	
All A's	6.84%
Mostly A's and/or B's	28.07%
Mostly B's and/or C's	46.70%
Mostly C's and/or D's	16.51%
Mostly D's and/or F's	1.89%
Educational Plans	
High School Diploma	10.10%
Vocational, Technical or Certificate Program (Less than two years)	12.50%
Two-Year College Degree	11.06%
Bachelor's or Equivalent	28.13%
One or two years of Graduate or Professional Study	14.90%
Doctoral or other Professional Degree beyond Two-Year Graduate	23.32%

CENTRAL

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
2.80%	No formal schooling or some grade school only	1.86%
2.80%	Finished grade school	2.56%
11.92%	Some high school	10.00%
20.33%	Finished high school	26.28%
3.51%	Business or Trade school	6.28%
12.62%	Some college	15.35%
10.51%	Finished college (four years)	13.26%
3.97%	Attended graduate or professional school but did not attain a graduate or professional degree	2.56%
16.36%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	5.35%
15.19%	Do not know	16.51%

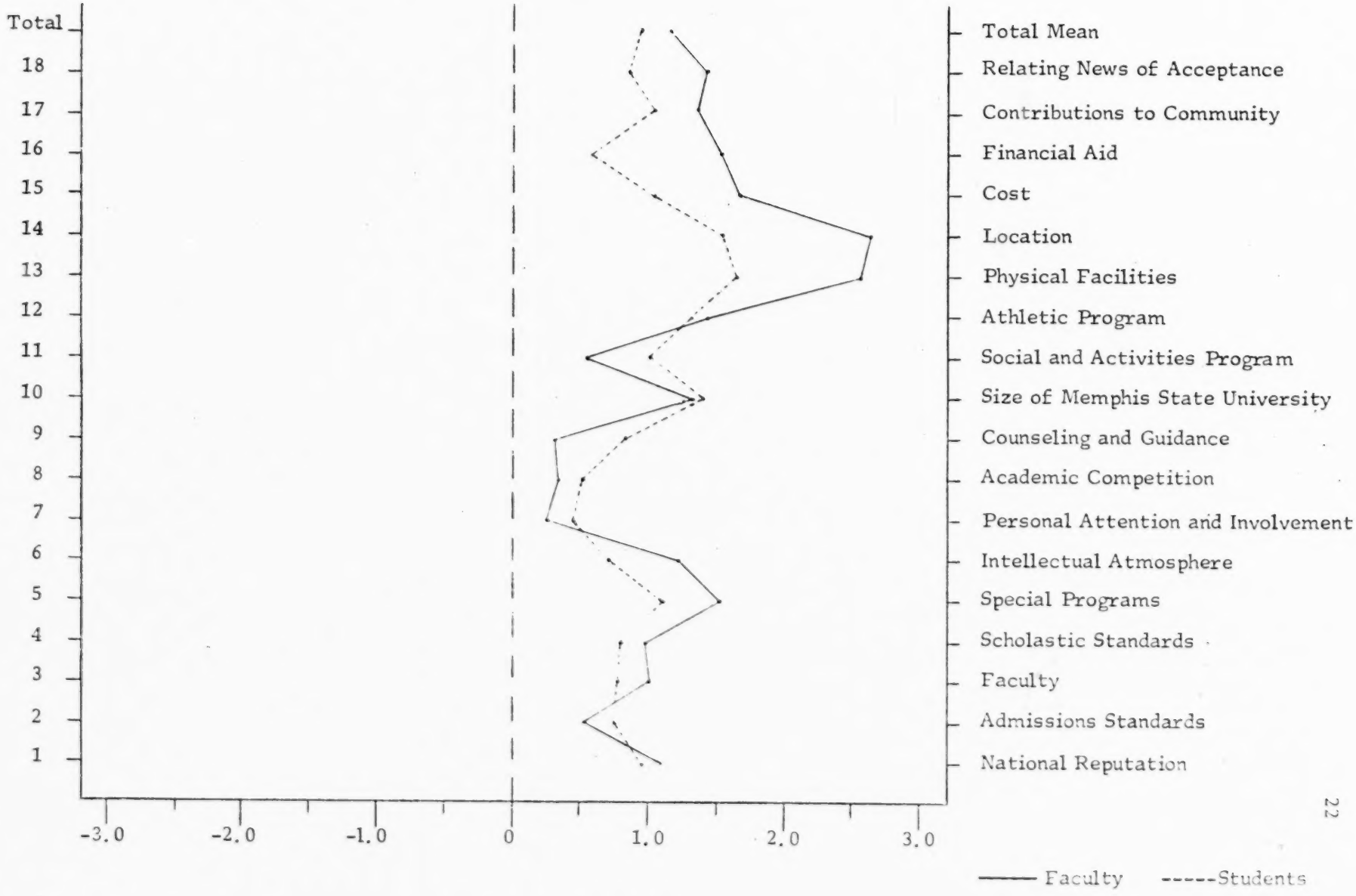
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	497	21.31%
Your friends who are going or will go to MSU	707	30.32%
Your friends who do not or will not go to MSU	178	7.63%
Visit on the campus	294	12.61%
High school counselor	91	3.90%
Newspaper or magazine articles	200	8.58%
Alumni contacts (People who have gone to MSU)	138	5.92%
Talk with admissions counselor from MSU	49	2.10%
High school teachers	100	4.29%
College catalog	78	3.35%

In considering application to college, would Memphis State be your

First Choice	23.39%
Second Choice	27.21%
Third Choice	14.80%
Other	20.29%
Not one of your Choices	14.32%

MEAN RESPONSES OF CENTRAL FACULTY AND STUDENTS



COLLIERVILLE

Classification	Percentages
Junior	36.36%
Senior	63.64%
Sex	
Male	46.52%
Female	53.48%
Race	
Black	47.57%
White	52.43%
Other	-0-
Grades	
All A's	3.23%
Mostly A's and/or B's	29.57%
Mostly B's and/or C's	57.53%
Mostly C's and/or D's	8.60%
Mostly D's and/or F's	1.08%
Educational Plans	
High School Diploma	28.73%
Vocational, Technical or Certificate Program (Less than two years)	21.55%
Two-Year College Degree	11.05%
Bachelor's or Equivalent	20.44%
One or two years of Graduate or Professional Study	6.63%
Doctoral or other Professional Degree beyond Two-Year Graduate	11.60%

COLLIERVILLE

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
8.07%	No formal schooling or some grade school only	4.30%
11.83%	Finished grade school	10.22%
20.97%	Some high school	23.12%
25.27%	Finished high school	33.87%
3.76%	Business or Trade school	3.23%
4.84%	Some college	7.53%
8.07%	Finished college (four years)	7.53%
1.08%	Attended graduate or professional school but did not attain a graduate or professional degree	.54%
3.23%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	1.08%
12.90	Do not know	8.60%

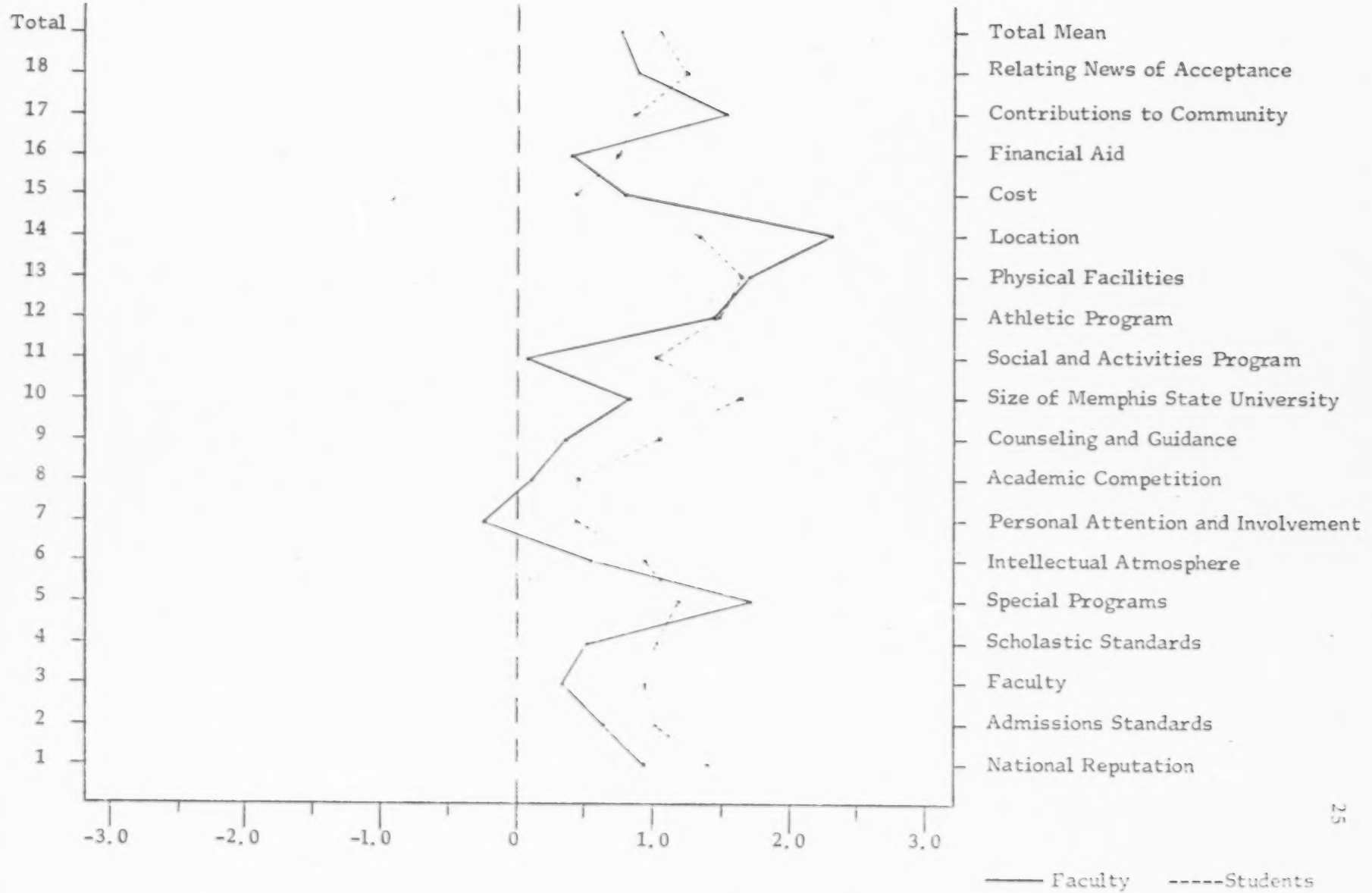
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	195	16.75%
Your friends who are going or will go to MSU	245	21.05%
Your friends who do not or will not go to MSU	95	8.16%
Visit on the campus	131	11.25%
High school counselor	41	3.52%
Newspaper or magazine articles	125	10.74%
Alumni contacts (People who have gone to MSU)	86	7.39%
Talk with admissions counselor from MSU	120	10.31%
High school teachers	85	7.30%
College catalog	41	3.52%

In considering application to college, would Memphis State be your

First Choice	19.46%
Second Choice	33.51%
Third Choice	18.92%
Other	18.38%
Not one of your Choices	9.73%

MEAN RESPONSES OF COLLIERVILLE FACULTY AND STUDENTS



FAIRLEY

Classification	Percentages
Junior	2.91%
Senior	97.09%
Sex	
Male	48.85%
Female	51.15%
Race	
Black	12.14%
White	85.55%
Other	2.31%
Grades	
All A's	4.05%
Mostly A's and/or B's	31.21%
Mostly B's and/or C's	40.46%
Mostly C's and/or D's	21.39%
Mostly D's and/or F's	2.89%
Educational Plans	
High School Diploma	24.12%
Vocational, Technical or Certificate Program (Less than two years)	22.35%
Two-Year College Degree	9.41%
Bachelor's or Equivalent	20.59%
One or two years of Graduate or Professional Study	10.59%
Doctoral or other Professional Degree beyond Two-Year Graduate	12.94%

FAIRLEY

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
6.36%	No formal schooling or some grade school only	2.31%
11.83%	Finished grade school	3.47%
16.19%	Some high school	19.08%
28.32%	Finished high school	46.24%
7.51%	Business or Trade school	8.09%
14.45%	Some college	5.78%
8.09%	Finished college (four years)	4.05%
.58%	Attended graduate or professional school but did not attain a graduate or professional degree	1.73%
4.62%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	2.89%
5.78%	Do not know	6.36%

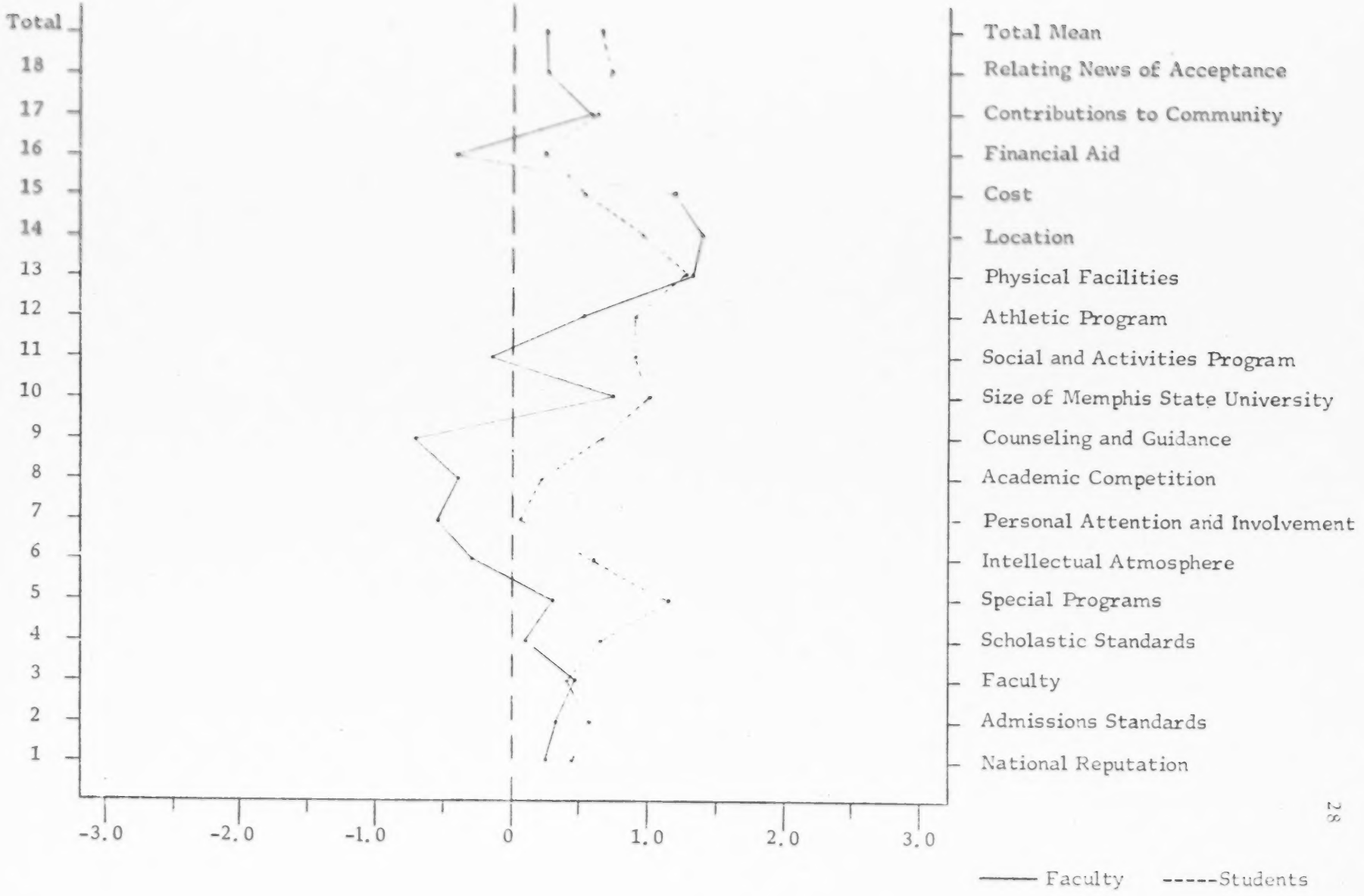
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	131	13.44%
Your friends who are going or will go to MSU	292	29.95%
Your friends who do not or will not go to MSU	79	8.10%
Visit on the campus	136	13.95%
High school counselor	37	3.80%
Newspaper or magazine articles	84	8.62%
Alumni contacts (People who have tone to MSU)	78	8.00%
Talk with admissions counselor from MSU	14	1.44%
High school teachers	80	8.21%
College catalog	44	4.51%

In considering application to college, would Memphis State be your

First Choice	25.15%
Second Choice	25.15%
Third Choice	23.98%
Other	11.70%
Not one of your Choices	14.04%

MEAN RESPONSES OF FAIRLEY FACULTY AND STUDENTS



FRAYSER

Classification	Percentages
Junior	46.08%
Senior	53.92%
Sex	
Male	47.81%
Female	52.19%
Race	
Black	.20%
White	97.99%
Other	1.81%
Grades	
All A's	3.20%
Mostly A's and/or B's	39.20%
Mostly B's and/or C's	41.60%
Mostly C's and/or D's	14.60%
Mostly D's and/or F's	1.40%
Educational Plans	
High School Diploma	23.04%
Vocational, Technical or Certificate Program (Less than two years)	19.96%
Two-Year College Degree	16.67%
Bachelor's or Equivalent	20.37%
One or two years of Graduate or Professional Study	8.03%
Doctoral or other Professional Degree beyond Two-Year Graduate	11.93%

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
3.58%	No formal schooling or some grade school only	2.39%
3.38%	Finished grade school	2.59%
22.07%	Some high school	20.52%
30.02%	Finished high school	43.83%
10.34%	Business or Trade school	8.57%
12.53%	Some college	7.77%
5.57%	Finished college (four years)	4.18%
.80%	Attended graduate or professional school but did not attain a graduate or professional degree	1.20%
2.98%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	.80%
8.75%	Do not know	8.17%

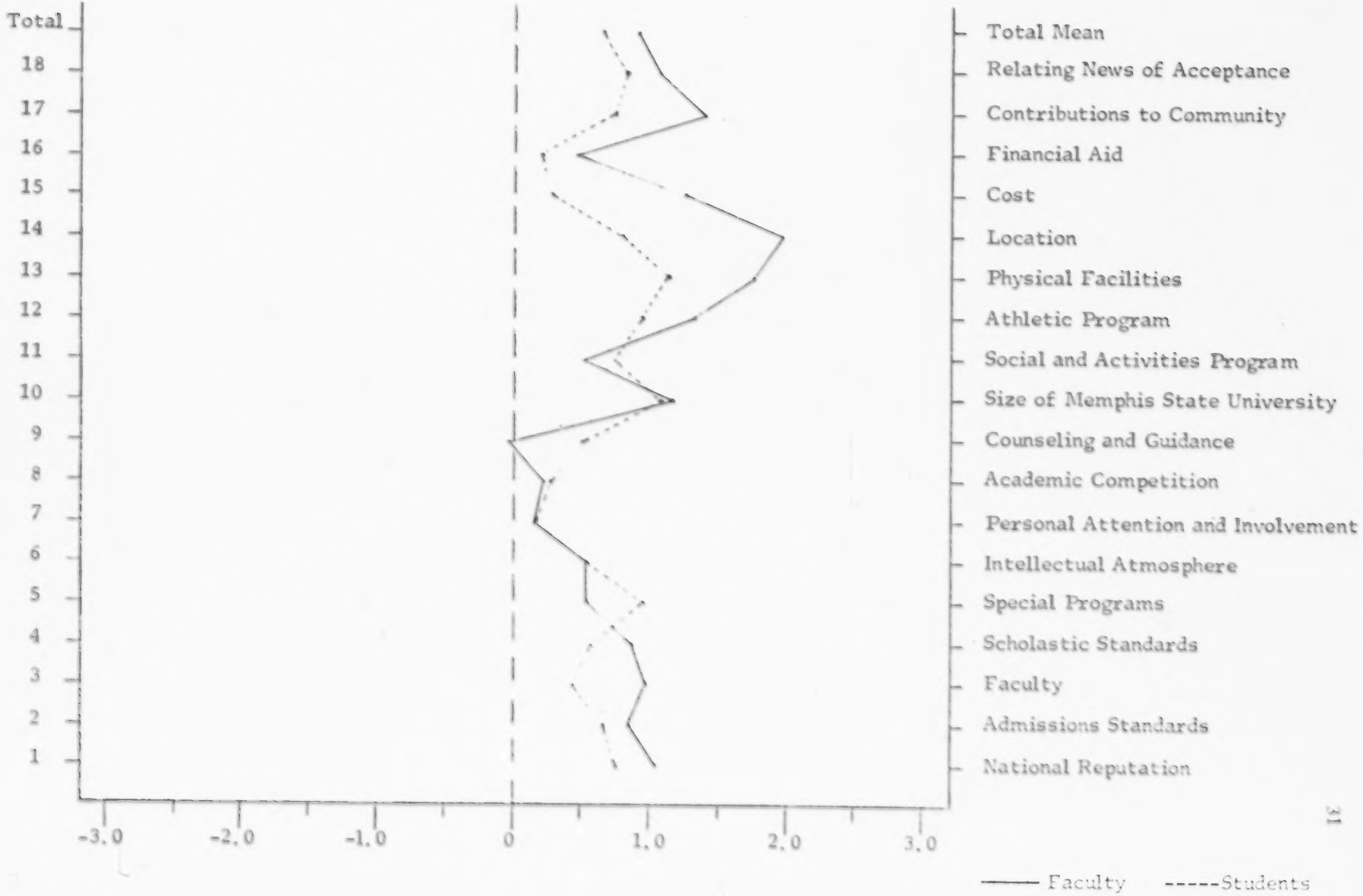
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	483	17.34%
Your friends who are going or will go to MSU	846	30.37%
Your friends who do not or will not go to MSU	201	7.22%
Visit on the campus	369	13.25%
High school counselor	104	3.73%
Newspaper or magazine articles	239	8.58%
Alumni contacts (People who have gone to MSU)	247	8.87%
Talk with admissions counselor from MSU	42	1.51%
High school teachers	165	5.92%
College catalog	90	3.23%

In considering application to college, would Memphis State be your

First Choice	28.34%
Second Choice	27.13%
Third Choice	18.83%
Other	14.78%
Not one of your Choices	10.93%

MEAN RESPONSES OF FRAYSER FACULTY AND STUDENTS



GERMANTOWN

Classification	Percentages
Junior	47.99%
Senior	52.01%
Sex	
Male	43.47%
Female	56.53%
Race	
Black	25.95%
White	72.27%
Other	1.78%
Grades	
All A's	4.58%
Mostly A's and/or B's	32.82%
Mostly B's and/or C's	50.13%
Mostly C's and/or D's	11.71%
Mostly D's and/or F's	.76%
Educational Plans	
High School Diploma	18.32%
Vocational, Technical or Certificate Program (Less than two years)	18.07%
Two-Year College Degree	10.43%
Bachelor's or Equivalent	29.77%
One or two years of Graduate or Professional Study	9.92%
Doctoral or other Professional Degree beyond Two-Year Graduate	13.49%

GERMANTOWN

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
5.54%	No formal schooling or some grade school only	2.03%
4.53%	Finished grade school	5.32%
11.59%	Some high school	11.90%
18.64%	Finished high school	29.87%
6.55%	Business or Trade school	6.84%
9.57%	Some college	14.18%
20.40%	Finished college (four years)	13.17%
3.53%	Attended graduate or professional school but did not attain a graduate or professional degree	2.53%
10.58%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	3.80%
9.07%	Do not know	10.38%

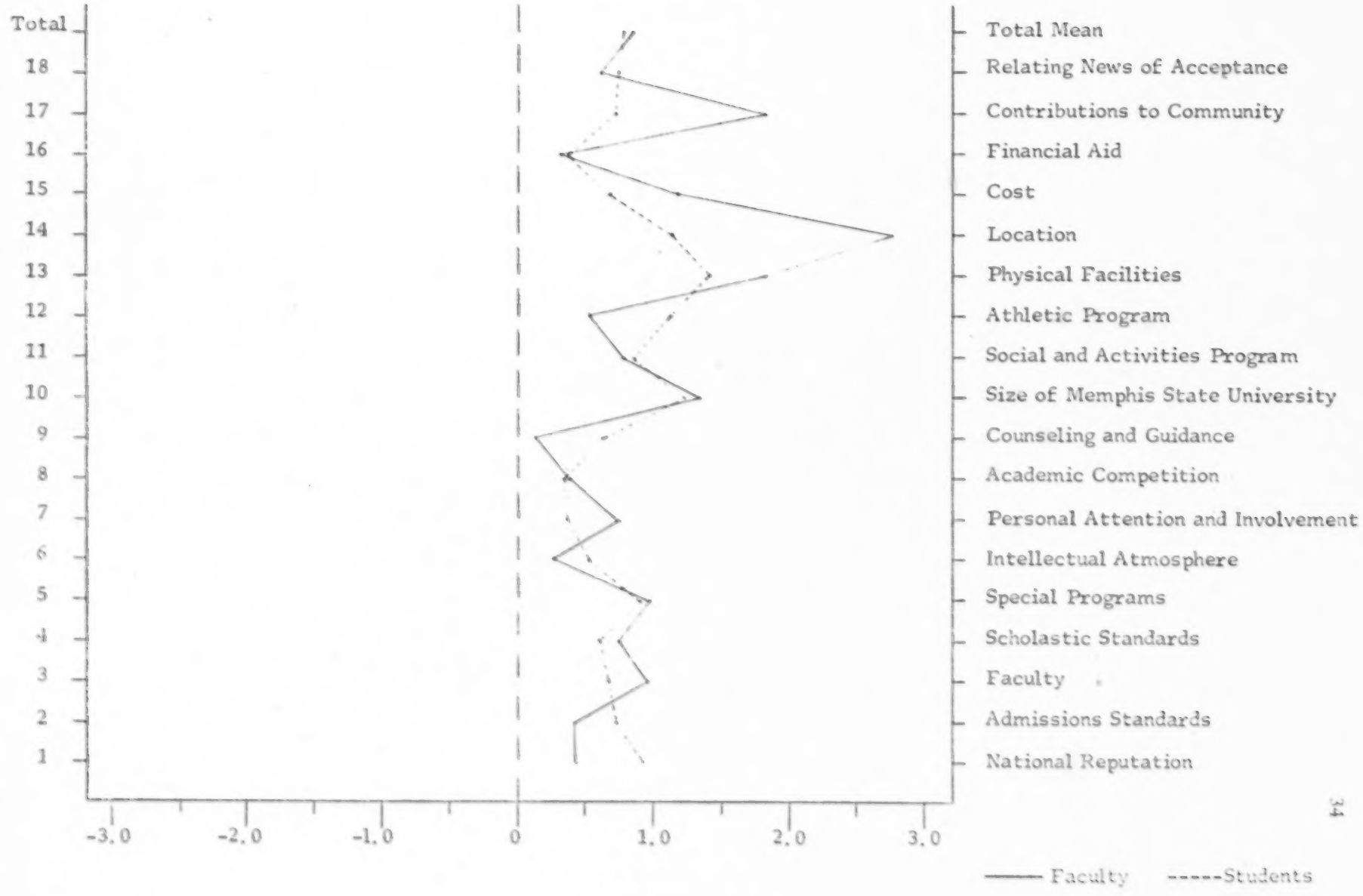
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	403	20.27%
Your friends who are going or will go to MSU	552	27.77%
Your friends who do not or will not go to MSU	151	7.60%
Visit on the campus	306	15.39%
High school counselor	96	4.83%
Newspaper or magazine articles	122	6.14%
Alumni contacts (People who have gone to MSU)	129	6.49%
Talk with admissions counselor from MSU	27	1.36%
High school teachers	130	6.54%
College catalog	72	3.62%

In considering application to college, would Memphis State be your

First Choice	24.17%
Second Choice	29.56%
Third Choice	21.34%
Other	12.60%
Not one of your Choices	12.30%

MEAN RESPONSES OF GERMANTOWN FACULTY AND STUDENTS



MANASSAS

Classification	Percentages
Junior	44.68%
Senior	55.33%
Sex	
Male	49.29%
Female	50.71%
Race	
Black	96.93%
White	2.24%
Other	.84%
Grades	
All A's	3.39%
Mostly A's and/or B's	23.73%
Mostly B's and/or C's	56.78%
Mostly C's and/or D's	15.54%
Mostly D's and/or F's	.57%
Educational Plans	
High School Diploma	18.31%
Vocational, Technical or Certificate Program (Less than two years)	28.20%
Two-Year College Degree	13.08%
Bachelor's or Equivalent	17.15%
One or two years of Graduate or Professional Study	9.30%
Doctoral or other Professional Degree beyond Two-Year Graduate	13.95%

MANASSAS

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
6.76%	No formal schooling or some grade school only	2.54%
8.45%	Finished grade school	7.89%
26.50%	Some high school	30.14%
27.32%	Finished high school	27.61%
4.23%	Business or Trade school	4.51%
5.63%	Some college	3.38%
1.97%	Finished college (four years)	3.38%
.28%	Attended graduate or professional school but did not attain a graduate or professional degree	1.69%
1.97%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	2.25%
16.90	Do not know	16.62%

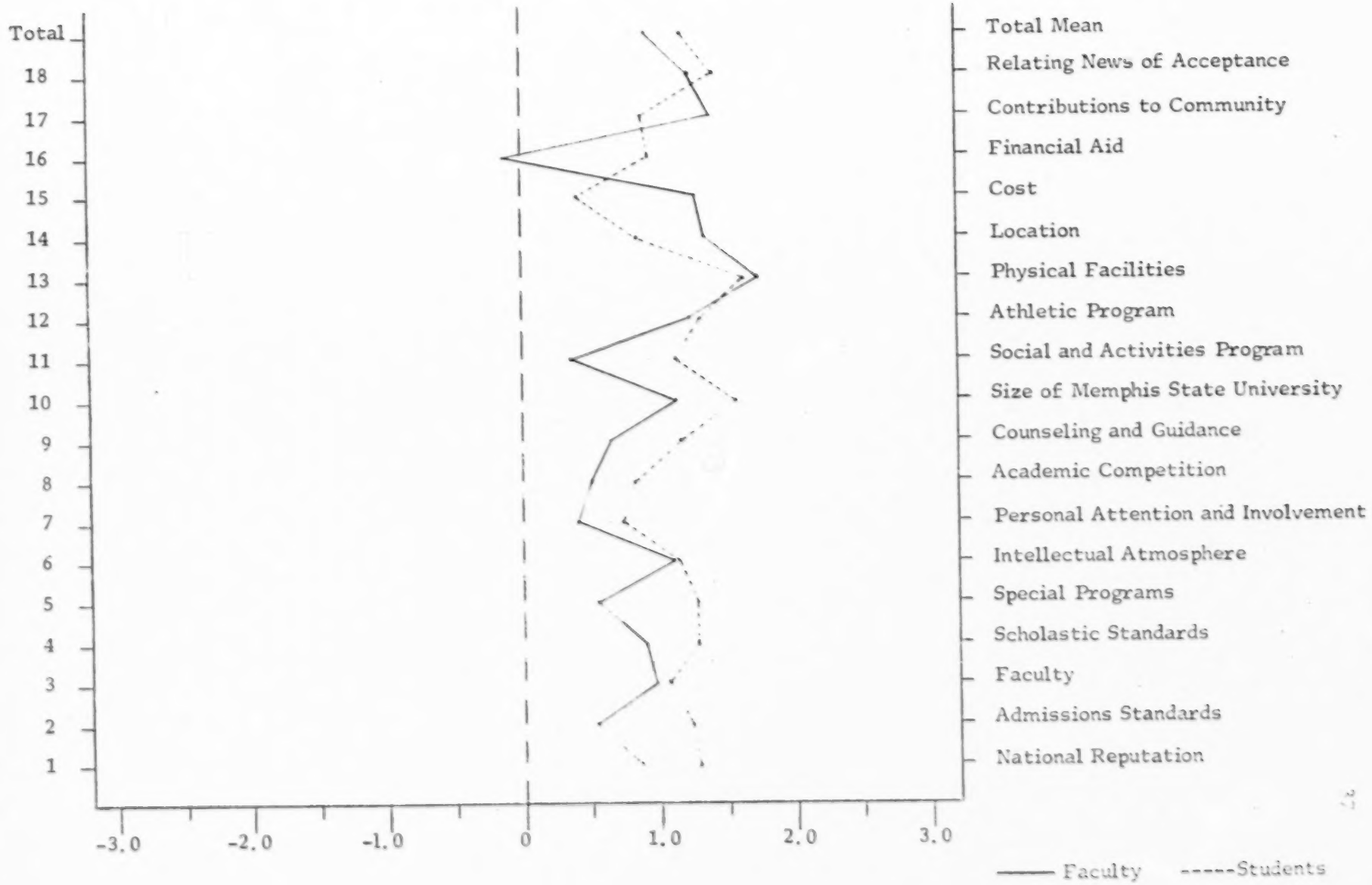
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	226	13.09%
Your friends who are going or will go to MSU	424	24.55%
Your friends who do not or will not go to MSU	115	6.66%
Visit on the campus	215	12.45%
High school counselor	130	7.53%
Newspaper or magazine articles	214	12.39%
Alumni contacts (People who have gone to MSU)	125	7.24%
Talk with admissions counselor from MSU	68	3.94%
High school teachers	133	7.70%
College catalog	77	4.46%

In considering application to college, would Memphis State be your

First Choice	21.90%
Second Choice	31.70%
Third Choice	19.89%
Other	14.99%
Not one of your Choices	11.53%

MEAN RESPONSES OF MANASSAS FACULTY AND STUDENTS



MESSICK

Classification	Percentages
Classification	
Junior	47.80%
Senior	52.20%
Sex	
Male	47.67%
Female	52.33%
Race	
Black	11.47%
White	85.29%
Other	3.24%
Grades	
All A's	4.35%
Mostly A's and/or B's	31.30%
Mostly B's and/or C's	41.74%
Mostly C's and/or D's	20.29%
Mostly D's and/or F's	2.32%
Educational Plans	
High School Diploma	17.78%
Vocational, Technical or Certificate Program (Less than two years)	21.87%
Two-Year College Degree	15.74%
Bachelor's or Equivalent	21.28%
One or two years of Graduate or Professional Study	9.33%
Doctoral or other Professional Degree beyond Two-Year Graduate	13.99%

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
4.93%	No formal school or some grade school only	.58%
5.22%	Finished grade school	2.03%
19.13%	Some high school	16.23%
29.57%	Finished high school	43.19%
5.80%	Business or Trade school	6.09%
12.46%	Some college	10.44%
7.54%	Finished college (four years)	6.38%
2.90%	Attended graduate or professional school but did not attain a graduate or professional degree	2.90%
4.35%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	3.48%
8.12%	Do not know	8.70%

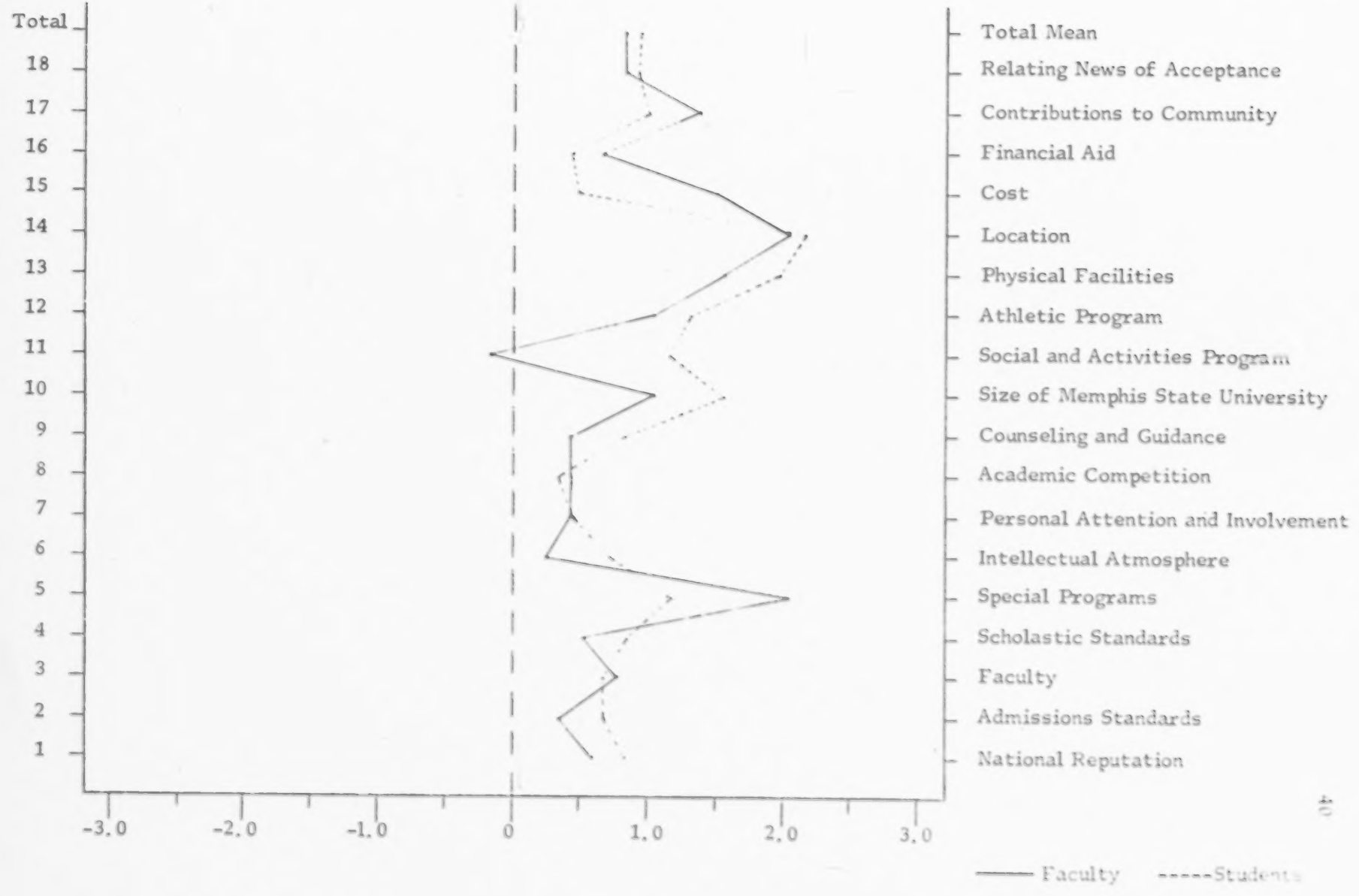
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	334	17.44%
Your friends who are going or will go to MSU	566	29.56%
Your friends who do not or will not go to MSU	121	6.32%
Visit on the campus	266	13.89%
High school counselor	93	4.86%
Newspaper or magazine articles	162	8.46%
Alumni contacts (People who have gone to MSU)	143	7.47%
Talk with admissions counselor from MSU	48	2.51%
High school teachers	120	6.27%
College catalog	62	3.24%

In considering application to college, would Memphis State be your

First Choice	26.98%
Second Choice	34.60%
Third Choice	14.96%
Other	13.49%
Not one of your Choices	9.97%

MEAN RESPONSES OF MESSICK FACULTY AND STUDENTS



MILLINGTON

Classification	Percentages
Junior	50.38%
Senior	49.62%
Sex	
Male	49.37%
Female	50.63%
Race	
Black	26.70%
White	71.03%
Other	2.27%
Grades	
All A's	3.76%
Mostly A's and/or B's	19.05%
Mostly B's and/or C's	51.63%
Mostly C's and/or D's	22.05%
Mostly D's and/or F's	3.51%
Educational Plans	
High School Diploma	21.19%
Vocational, Technical or Certificate Program (Less than two years)	23.51%
Two-Year College Degree	12.92%
Bachelor's or Equivalent	17.83%
One or two years of Graduate or Professional Study	9.56%
Doctoral or other Professional Degree beyond Two-Year Graduate	14.99%

MILLINGTON

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
5.51%	No formal schooling or some grade school only	1.50%
7.77%	Finished grade school	7.52%
23.31%	Some high school	23.31%
29.32%	Finished high school	36.59%
5.01%	Business or Trade school	6.02%
12.28%	Some college	11.53%
5.26%	Finished college (four years)	2.76%
2.01%	Attended graduate or professional school but did not attain a graduate or professional degree	1.00%
2.76%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	1.25%
6.77%	Do not know	8.52%

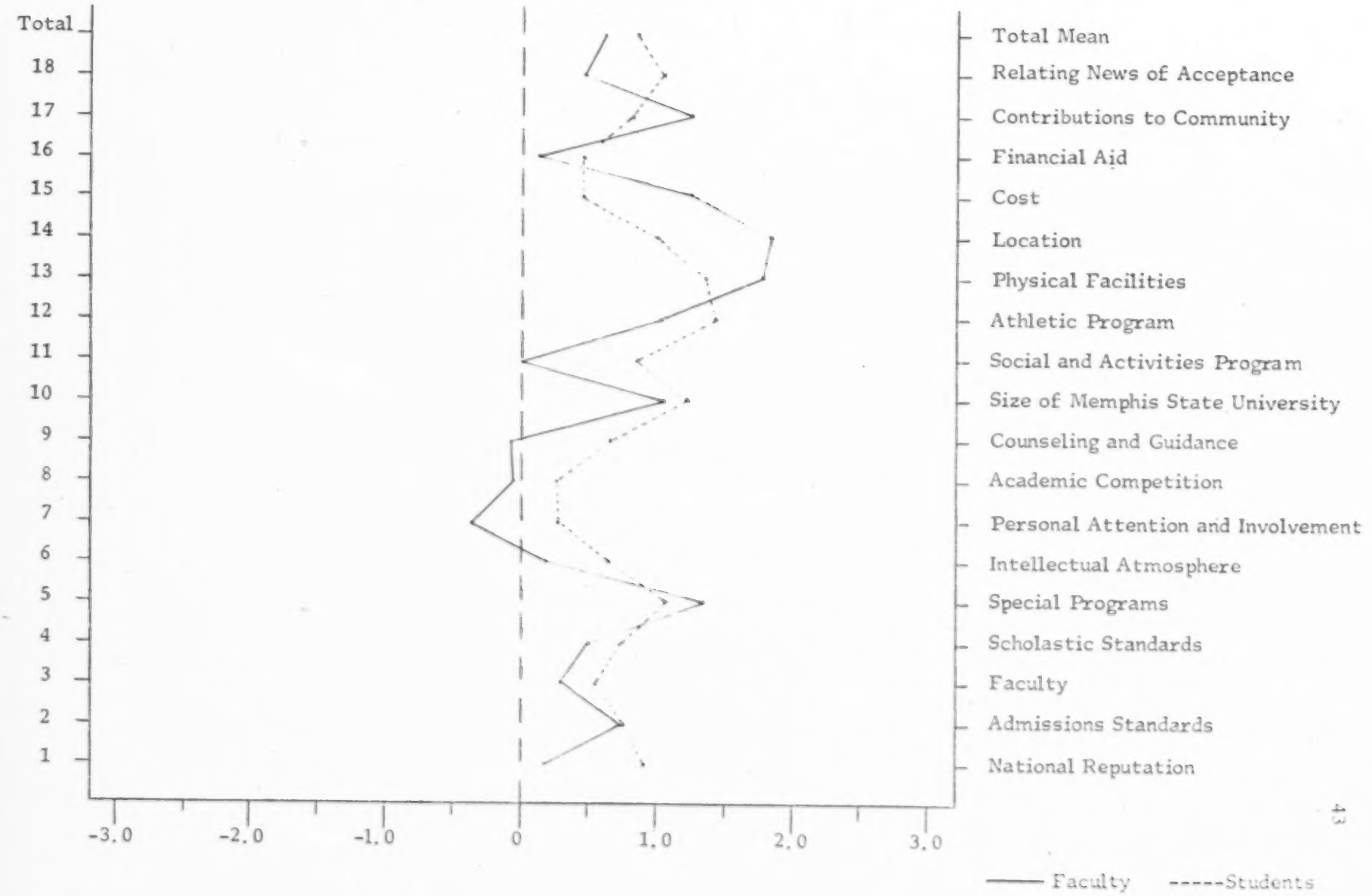
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	320	14.05%
Your friends who are going or will go to MSU	572	25.12%
Your friends who do not or will not go to MSU	157	6.90%
Visit on the campus	257	11.29%
High school counselor	67	2.94%
Newspaper or magazine articles	344	15.11%
Alumni contacts (People who have gone to MSU)	193	8.48%
Talk with admissions counselor from MSU	55	2.42%
High school teachers	215	9.44%
College catalog	97	4.26%

In considering application to college, would Memphis State be your

First Choice	21.54%
Second Choice	28.72%
Third Choice	20.51%
Other	15.90%
Not one of your Choices	13.33%

MEAN RESPONSES OF MILLINGTON FACULTY AND STUDENTS



WASHINGTON

Classification	Percentages
Junior	50.28%
Senior	49.72%
Sex	
Male	41.90%
Female	58.10%
Race	
Black	97.27%
White	2.73%
Other	-0-
Grades	
All A's	1.11%
Mostly A's and/or B's	25.56%
Mostly B's and/or C's	61.11%
Mostly C's and/or D's	11.67%
Mostly D's and/or F's	.56%
Educational Plans	
High School Diploma	24.13%
Vocational, Technical or Certificate Program (Less than two years)	27.01%
Two-Year College Degree	10.92%
Bachelor's or Equivalent	10.35%
One or two years of Graduate or Professional Study	10.92%
Doctoral or other Professional Degree beyond Two-Year Graduate	16.67%

WASHINGTON

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
4.57%	No formal schooling or some grade school only	1.70%
6.29%	Finished grade school	3.39%
26.86%	Some high school	24.29%
26.86%	Finished high school	39.55%
4.00%	Business or Trade school	1.70%
6.29%	Some college	9.04%
1.71%	Finished college (four years)	1.13%
1.14%	Attended graduate or professional school but did not attain a graduate or professional degree	1.70%
1.14%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	2.26%
21.14%	Do not know	15.25%

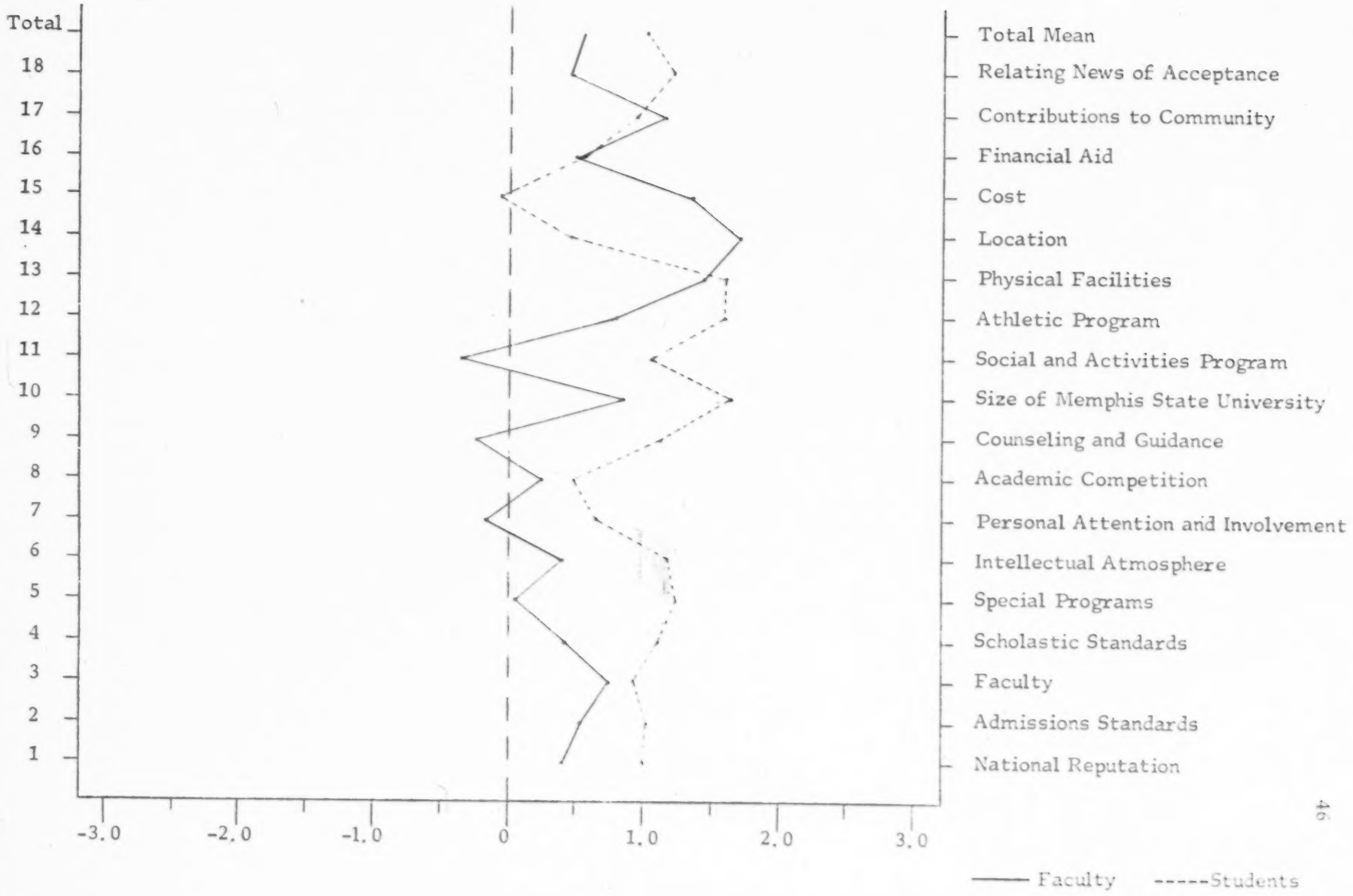
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	129	13.90%
Your friends who are going or will go to MSU	162	17.46%
Your friends who do not or will not go to MSU	78	8.41%
Visit on the campus	122	13.15%
High school counselor	69	7.44%
Newspaper or magazine articles	118	12.72%
Alumni contacts (People who have gone to MSU)	51	5.50%
Talk with admissions counselor from MSU	52	5.60%
High school teachers	94	10.13%
College catalog	53	5.71%

In considering application to college, would Memphis State be your

First Choice	27.91%
Second Choice	27.91%
Third Choice	26.16%
Other	9.30%
Not one of your Choices	8.72%

MEAN RESPONSES OF WASHINGTON FACULTY AND STUDENTS



WHITE STATION

Classification	Percentages
Junior	40.48%
Senior	59.52%
Sex	
Male	48.21%
Female	51.80%
Race	
Black	2.08%
White	97.23%
Other	.69%
Grades	
All A's	6.01%
Mostly A's and/or B's	35.57%
Mostly B's and/or C's	43.30%
Mostly C's and/or D's	13.75%
Mostly D's and/or F's	1.38%
Educational Plans	
High School Diploma	7.46%
Vocational, Technical or Certificate Program (Less than two years)	6.22%
Two-Year College Degree	11.90%
Bachelor's or Equivalent	34.81%
One or two years of Graduate or Professional Study	15.81%
Doctoral or other Professional Degree beyond Two-Year Graduate	23.80%

WHITE STATION

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
.51%	No formal schooling or some grade school only	.51%
.68%	Finished grade school	.34%
2.55%	Some high school	4.08%
16.33%	Finished high school	23.98%
3.91%	Business or Trade school	6.80%
17.35%	Some college	25.00%
24.49%	Finished college (four years)	17.86%
5.44%	Attended graduate or professional school but did not attain a graduate or professional degree	4.93%
21.77%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	6.12%
6.97%	Do not know	10.37%

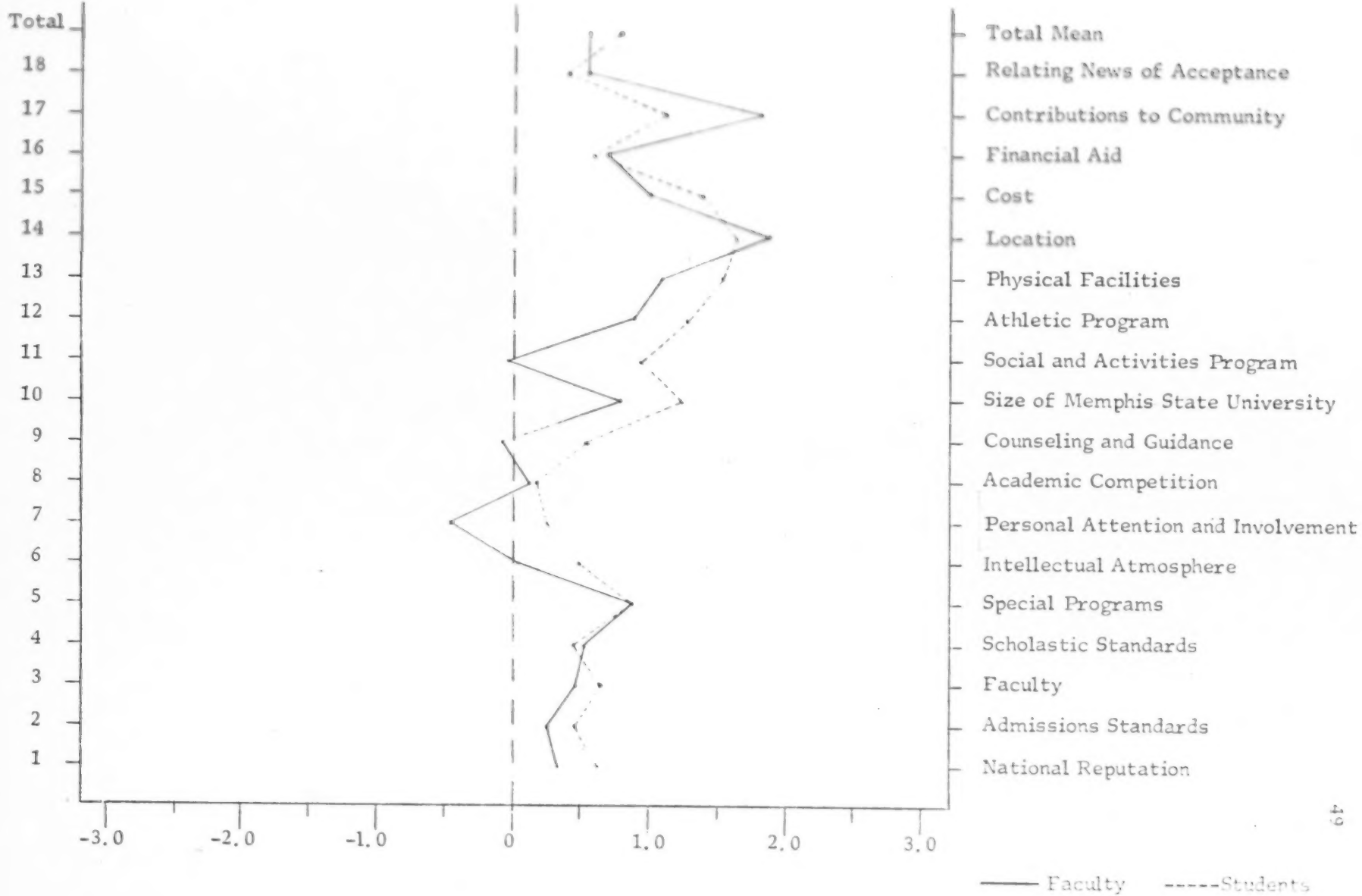
Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	769	23.09%
Your friends who are going or will go to MSU	1073	32.21%
Your friends who do not or will not go to MSU	356	10.69%
Visit on the campus	420	12.61%
High school counselor	46	1.38%
Newspaper or magazine articles	214	6.42%
Alumni contacts (People who have gone to MSU)	241	7.24%
Talk with admissions counselor from MSU	32	.96%
High school teachers	71	2.13%
College catalog	109	3.27%

In considering application to college, would Memphis State be your

First Choice	20.62%
Second Choice	24.26%
Third Choice	13.00%
Other	23.05%
Not one of your Choices	19.06%

MEAN RESPONSES OF WHITE STATION FACULTY AND STUDENTS



WOODDALE

Classification	Percentages
Junior	50.88%
Senior	49.12%
Sex	
Male	47.21%
Female	52.79%
Race	
Black	.70%
White	98.06%
Other	1.23%
Grades	
All A's	4.04%
Mostly A's and/or B's	28.07%
Mostly B's and/or C's	49.30%
Mostly C's and/or D's	15.44%
Mostly D's and/or F's	3.16%
Educational Plans	
High School Diploma	16.37%
Vocational, Technical or Certificate Program (Less than two years)	15.66%
Two-Year College Degree	13.52%
Bachelor's or Equivalent	30.07%
One or two years of Graduate or Professional Study	8.36%
Doctoral or other Professional Degree beyond Two-Year Graduate	16.01%

WOODDALE

Highest Level of Formal Education of Parents

Percentages (Father)		Percentages (Mother)
1.23%	No formal schooling or some grade school only	1.24%
1.41%	Finished grade school	1.06%
8.08%	Some high school	10.27%
27.94%	Finished high school	42.48%
6.15%	Business or Trade school	7.61%
22.67%	Some college	15.93%
15.47%	Finished college (four years)	8.85%
1.93%	Attended graduate or professional school but did not attain a graduate or professional degree	1.95%
9.49%	Attained a graduate or professional degree (M.A., Ph.D., M.D.)	3.72%
5.62%	Do not know	6.90%

Factors Influencing Attitudes

	Weighted Score	Percentages
Your parents and/or family	664	20.36%
Your friends who are going or will go to MSU	1014	31.09%
Your friends who do not or will not go to MSU	287	8.80%
Visit on the campus	416	12.75%
High school counselor	91	2.79%
Newspaper or magazine articles	230	7.05%
Alumni contacts (People who have gone to MSU)	264	8.09%
Talk with admissions counselor from MSU	46	1.41%
High school teachers	116	3.56%
College catalog	134	4.11%

In considering application to college, would Memphis State be your

First Choice	30.46%
Second Choice	27.64%
Third Choice	14.44%
Other	13.38%
Not one of your Choices	14.09%

MEAN RESPONSES OF WOODDALE FACULTY AND STUDENTS